September, 1953

The American School Board Journal



In This Issue:

- * Line-of-Duty Accidents to Board Employees-Roach
- * Developing Educational Leadership—Linton and Moran
- * Six Principles for Administrative Success Reynolds
- * The Preplanning Survey Sellew and Ryder

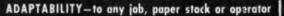
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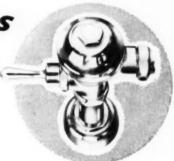
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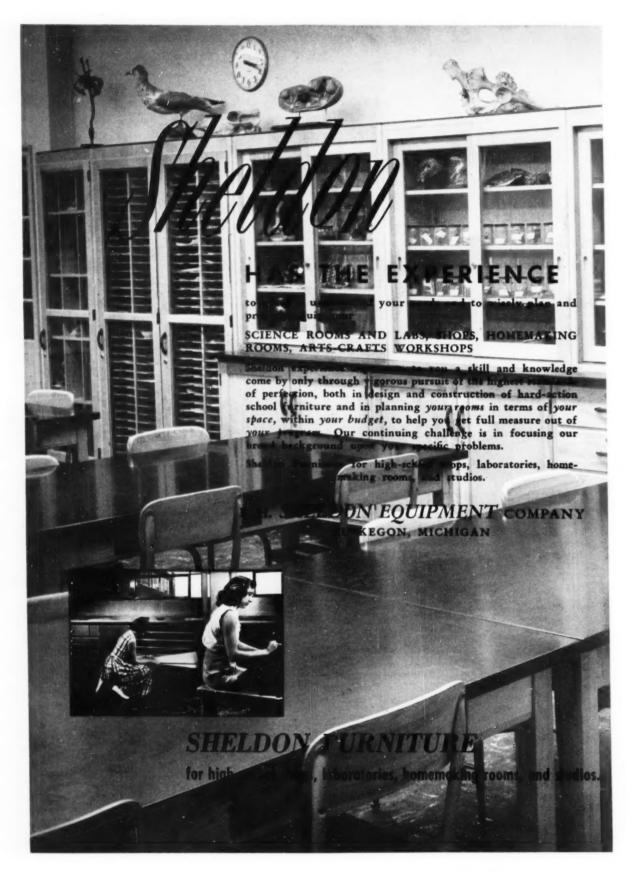
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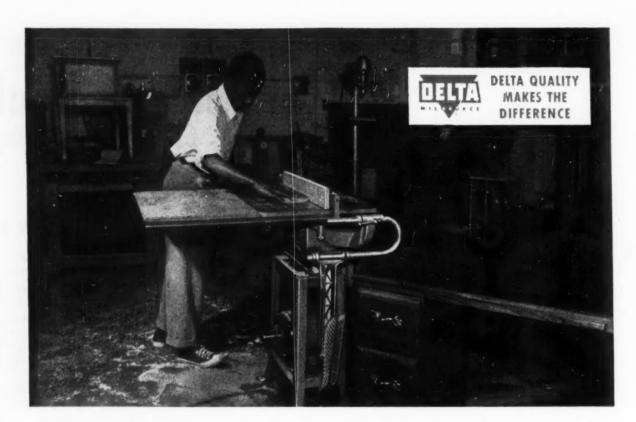
September 1953

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CONTENTS

N.S.B.A. Sponsors Second Midwest Area Conference, Outlines 1954 Convention
Program Edward M. Tuttle 5
Attempts to Improve the St. Louis Schools Frank L. Wright 29
Line-of-Duty Accidents to Board Employees Stephen F. Roach, Ph.D. 32
Developing Educational Leadership Harry J. Linton and John Moran 33
Five Basic Questions in Appraisal by School Boards Donald H. Hughes 35
Devices for Teaching Children at Home Donald H. Peckenpaugh 38
Six Principles for Administrative Success E. J. Reynolds 40
The Preplanning Survey: A New Approach to School Design
Roland W. Sellew and Carleton B. Ryder 41
Some Problems of a Superintendent and His Board Charles H. Wilson 42
Some Problems of a Superintendent and His Board Charles H. Wilson 42 School Department Relationships Irving E. Partridge, Jr. 44
How Many School Secretaries Do We Need Here? Rudolph S. Kupfer 45
Teacher Participation in Policy Making Wm. Wendell Williams 49
Detroit Builds a Combination Elementary and High School George Schulz 51
Vernon Schools Undergo Changes I. B. Golden 55
Maumee's New Fort Miami School 59
School Building Authorities - Status, Contributions, and Limitations
Theodore L. Reller 61
Two Custodians - A Contrast Harry K. Hutton 64
A Practical Approach Toward Solving Discipline Problems Leslie Voohees 72
How Boulder, Colorado, Stretched Its Building Budget R. J. Downing 102
EDITORIALS:
*
No Book Burning in American Communities . 48
Columbia University Bicentennial 1954
DEPARTMENTS:
School Administration in Action
Teachers and Administration
Personal News of School Officials
School Board News
School Building News 82
School Administration News
New Publications for School-Business Officials
After the Meeting
Personal News
School Finance and Taxation
Coming Conventions



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N.S.B.A. Sponsors Second Midwest Area Conference, Outlines 1954 Convention Program Edward M. Tuttle

Meeting together for the second consecutive year in a study conference at the University of Chicago, leaders of school boards' associations in the Midwestern states were gratified to note many evidences of progress during the past twelve months.

Interested readers might look back to my article in the October, 1952, JOURNAL with its report of the first conference of this kind sponsored jointly by the National School Boards Association, Inc., and the Midwest Administration Center, Co-operative Program in Educational Administration (Kellogg Project), University of Chicago.

This Year's Conference Plan

The program for Monday and Tuesday, July 20-21, was set up by the Midwest C.P.E.A. Center around the topic "Improving Effectiveness of Boards of Education." It was devoted chiefly to the presentation and discussion of reports on a number of research studies in the area of school board membership which have been carried on under the direction of Dr. Maurice E. Stapley of Indiana University, who for the past two years has acted as the co-ordinator for the program on school board functions at the Midwest Center. A general session on Monday evening profited from a stimulating talk by Dr. Harold C. Hunt, retiring general superintendent of Chicago schools, on the subject of "Developing Constructive Relationships Between the Superintendent and His Board."

Wednesday, July 22, state association leaders held their own meeting, took stock of progress statewise and nationally, and noted suggestions for further steps ahead.

Attending the conference were 19 association leaders from nine Midwestern states, visiting secretaries from the states of Arizona. Massachusetts (with the state president), and Texas, the N.S.B.A. president from New York, and first vice-president from Oklahoma - 25 in all. The presence of the visitors from outlying states emphasized the thought that some day there may be held a nationwide Work Conference of this kind, as well as more than one area conference with some mutual exchange of personnel. In fact, there are already indications that the pattern set these past two years by the Midwest Administration Center may be followed in 1954 by other C.P.E.A. centers in the Southeast, Southwest, and East,

Some Research Findings

School board operation has not heretofore been the subject of much research. There have

PROFESSIONAL RESPONSIBILITY

Every man owes some of his time to the upbuilding of the profession to which he belongs.

-THEODORE ROOSEVELT

We may think of "Teddy" Roosevelt's use of the word "profession" to mean any honorable calling, occupation, voca-tion, or avocation to which a person devotes himself. Each such profession has a status or stature of its own resulting from the accumulated contributions of those who have followed it through the years. By his efforts, each follower of the profession consciously or unconsciously builds it up a little or tears it down a little. If he does nothing deliberately to build it up, the chances are that his par-ticipation will be self-centered and his contribution negative. It is challenging to think of school board membership as a profession whose stature in the public eye is a direct reflection of the altruism of its practitioners. Regional, state, and na-tional associations give board members opportunities to devote some of their time to advancing the standards of school board service throughout the length and breadth of our land. - E. M. T.

been scattered studies on the qualifications of board members, the selection of board members, the composition of boards in larger centers, and the like.

The reports submitted to the Midwest Conference dealt with 11 studies conducted under the auspices of the C.P.E.A. Center during the past three years. Mention will be made of the more important of these and some of their findings.

There was, first of all, a study of "The Critical Requirements for School Board Membership Based Upon an Analysis of Critical Incidents" that in some cases were effective in their outcomes and in other cases ineffective. Eleven states participated in this study and 741 incidents were supplied and analyzed. It was found that they fell into six major areas, under each of which a number of characteristics appeared repeatedly and made the difference between effective or ineffective operation. For example, Area 1 related to school board unity and the subordination of personal inter-

ests. Area 2 dealt with leadership, initiative, and insight in board planning and policy making. Area 3 covered an understanding of the relationships between the board and the administrator and the promotion of effective teamwork. Area 4 related to working tactfully in staff and group relationships. Area 5 involved the personal relationships of board members; and Area 6 dealt with the willingness to take courageous action in times of need. Some 30 critical requirements for board members were identified and listed in these six areas.

Using the findings of the first study as a basis, a second study attempted to discover how effective Midwest superintendents believed their boards to be considering all members of each board. Data were secured for 1848 board members from 351 districts in 11 states. Upon analysis it was found that the median income of these board members was \$7,694, their median age 46 years, and their median tenure on the board four years. Their average amount of education was 15 plus years, 68 per cent of them had children in school, and 14 per cent were women. The study indicated that among these board members somewhat greater effectiveness existed where members were appointed rather than elected, where written policies existed, where members had children in school, where members had served four years or longer, where the members incomes were higher, and their education greater. Men seemed to excel in some respects such as supporting the executive officer, while women excelled in others such as making greater effort to study their duties, responsibilities, and functions.

A third study attempted by interviews in 40 cities in seven states to answer some of the questions raised in the first two studies concerning the effectiveness of board members as related to their method of selection and the amount of beginning help (orientation) they received. As regards selection it was concluded that, in general, community interest in the selection of board members is very low except in times of some controversy. Too often boards seemed to be self-perpetuating or the superintendent was overactive in securing candidates. The community caucus was found to have both advantages and disadvantages, but when fairly representative of the entire community was quite successful. New board members who received help from the superintendent and staff, visited the school plant, and read various reports, statements, policies, and

(Continued on page 8)



Herman Nelson.



The New Manomet Elementary School, on Cape Cod Bay at Plymouth, Mass., is another fine example of the skillful blending of traditional exterior architecture with modern interior classroom design.

Here too, as in most modern schools, DRAFT|STOP was selected as the heating, ventilating and cooling system. In the exclusive Herman Nelson DRAFT|STOP unit, window down-draft is completely controlled at all times—and a constant supply of fresh air, warmed or cooled to a predetermined temperature, is gently circulated throughout the entire classroom—without drafts.

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WRITE TODAY ...

N.S.B.A. Midwest Area Conferences

journals, were found to be more effective than those who had not started off with these aids.

In order to make the findings of this study useful, the following recommendations were made:

1. Interested agencies should develop plans through which local school corporations could be assisted in improving the machinery for the selection of school hoard members

2. There is a need for more effective orientation manuals for new school board members.

3. Local school corporations should be furnished with information which would help them in developing practices and procedures for the orientation of school board members.

4. State school boards' associations should constantly re-evaluate their activities with the ob-jective of determining whether they provide assistance to all classes and sizes of schools. In addition, there is a need for more adequate distribution of information concerning the services offered by such associations.

5. Consideration should be given to the need for development of a self-evaluation instrument for school board members.

6. Superintendents are in need of assistance in the preparation of written board policies.

7. Some provision should be made for the specific study of school board functions and relationships as a part of the professional training of the school administrator.

Other school board studies encouraged by the Midwest Administration Center included two in Indiana on school board operation and the opinion and attitudes held by board members. Those involved were convinced that a status study of school boards in any state will prove to have considerable value. An evaluation was also made of State School Boards Associations in the Midwest area. The attitudes of superintendents, board members and teachers in 60 small school districts in Iowa and Nebraska were studied as regards personnel, finance, public relations, pupil activities, and curriculum and supervision. A pilot study designed to help six school boards in southern Illinois strengthen their effectiveness was carried on by the staff at Southern Illinois Uni-

versity under Dr. W. W. Fishback. All this indicates a greater amount and concentration of research in the field of school boards than has been undertaken in any other region of the country, and school boards in the Midwest should avail themselves of the results and findings which will eventually be published by the C.P.E.A. Center at the University of Chicago.

Progress in Midwest

At the leaders' conference on July 22, many significant steps ahead were reported from the states represented. Minnesota and Missouri have joined the ranks of state associations with full-time paid executive secretaries, bringing the total for the whole country to 16, and for the Midwest area to five. Illinois reported a growing demand from local boards for competent consulting and survey services. It was agreed that the best type of survey is

a self-survey by the district with much participation under expert leadership. Many states (Illinois, Iowa, Indiana, Michigan, Minnesota, Wisconsin) reported increased use of regional meetings as the most effective means of reaching local boards and of developing interest in the state association. Most Midwestern states are wrestling with the problem of too many small districts that cannot provide adequate educational programs for the children, and that are difficult to reach with help from the state organization. South Dakota reported a new handbook for school board members within the year. One state association (Michigan) is planning to set up a permanent school supply and equipment center for the convenience of board members and superintendents. In a number of states highly successful joint committees are at work between the school board associations, the administrators' associations, the education associations, the P.T.A. state congresses, and other groups, both lay and professional. In a number of cases these joint committees are concerned with legislation and are making studies looking toward the 1955 sessions of their legislatures.

Turning to a brief consideration of the relationships between the National Association and the states, more material adapted to passing on to local boards was requested. A new vigor can be felt in the whole school board

association movement

National Convention Preview

Regular readers of these articles already know that months ago the time and place of the 1954 Convention of the National School Boards Association were announced as

> Thursday, Friday, and Saturday February 11, 12, and 13, 1954 Chalfonte-Haddon Hall Hotels Atlantic City, New Jersey

Recent conferences among the officers and directors of the N.S.B.A. have resulted in a number of decisions concerning the arrangements and program. These are reported below and it is hoped may so stimulate your interest as to lead to having a representative of your board in attendance at the convention.

Theme: "Our Schools - America's Biggest Business" has been selected from among numerous suggestions as the most appropriate

theme for our next meeting.

Opening Session, Thursday, February 11, 2:00 p.m. In addition to greetings from several of our friends and co-operating organizations, and the annual reports of our officers, the feature of this session will be a short inspirational address by an outstanding school board leader on the theme of the convention.

Thursday Evening, 8:00 p.m. A single address by one of America's top-flight leaders, followed by a social hour designed to promote

(Concluded on page 12)

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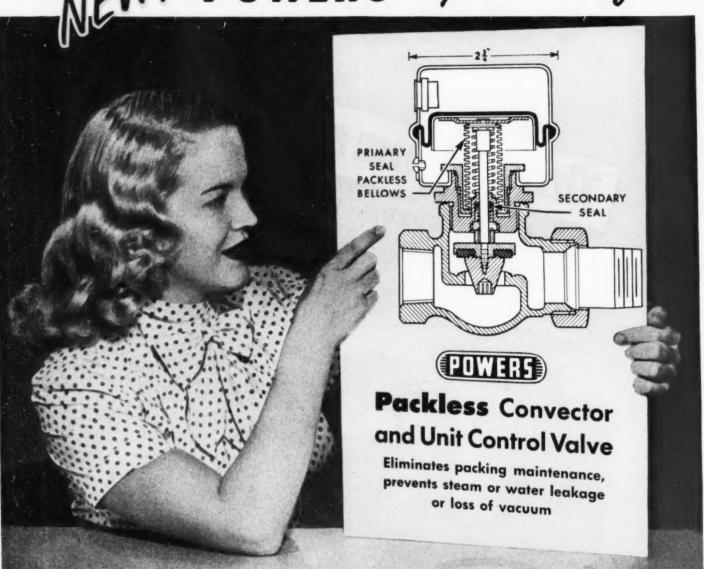
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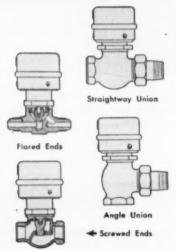
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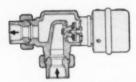
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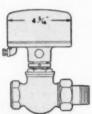
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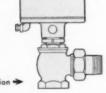
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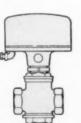


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without draining the water system or shutting down the steam supply.

Valve sizes shall be determined by control manufacturer for capacities specified. Type of valve body and valve top to be used shall be as required to best satisfy the application.

Valves shall be equipped with phosphor bronze bellows or Neoprene diaphragms of sufficient size to close off against specified line pressures. Diaphragms shall be replaceable. Valves shall be equipped with characterized

throttling plugs to insure a measured flow of steam or water in direct relationship to the demand of the controlling thermostat.



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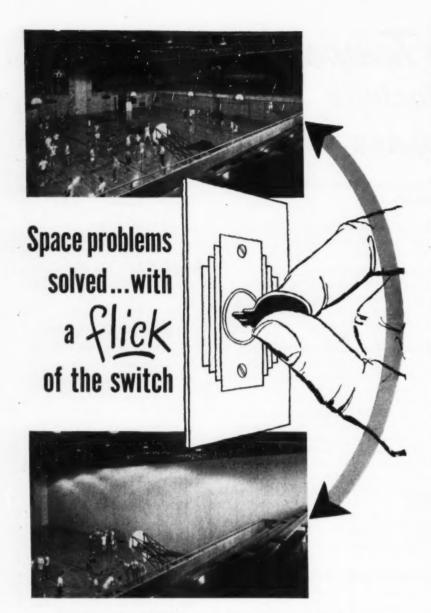
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N.S.B.A.

(Concluded from page 8)

acquaintance, good fellowship, and a feeling of unity.

Friday, February 12, 9:00 a.m. A repeat performance, this time for the entire convention, of last year's highly successful "I Want to Know" section in which a panel of nationally known experts answered questions from the audience.

Friday Afternoon, 2:00 p.m. Discussion, in which all may participate, of the subject "School Board Functions and Relationships." As for two years past, a prominent school board member will give a keynote talk to stimulate interest and raise questions, after which the audience will quickly be divided into 20 groups for discussion purposes. Each group will have a chairman and a recorder, and effort will be made to provide more time for discussion this year than last when the groups felt they only just got well started and then had to stop.

Friday Evening, 8:00 p.m. A single address by the incoming president of the American Association of School Administrators, followed by a program of entertainment.

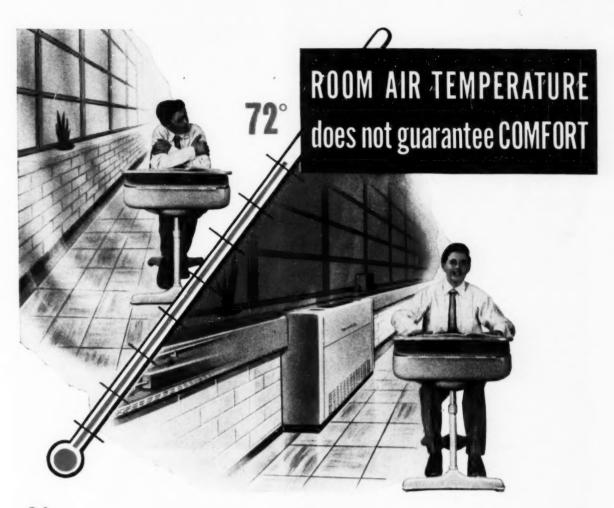
Saturday, February 13, 8:00 a.m. The annual breakfast for State Association Presidents and Secretaries and the N.S.B.A. Executive Committee.

Saturday Morning, 9:30 a.m. The business session of the association in which the two voting delegates, or their alternates, from each affiliated state association will be seated in a block near the front, with the audience behind them. This is the occasion when the full nature of the scope and influence of the work of the National School Boards Association, Inc., is revealed.

Saturday Afternoon. Meetings of various special groups which are identified with the N.S.B.A. These include (1) State Association Executive Secretaries who have many common problems connected with effective organization, functioning, and services to local boards; (2) members of boards of education in the score of biggest cities with populations of over 500,000; (3) members of state boards of education, at the request of the initial group which met last year; (4) the N.S.B.A. Executive Committee for 1954. Those not in one of these special groups should use the afternoon hours to go to the Atlantic City Auditorium, register with the American Association of School Administrators, and visit the huge commercial exhibit and the architectural display of school building projects.

Saturday Evening, 6:30 p.m. The Annual N.S.B.A. Banquet. Honored guests, featured music, and a single address by a distinguished American leader will make this a gala occasion and a fitting climax to three days of concentrated attention on "Our Schools—America's Biggest Business."

Watch these columns in coming months for further details concerning the 1954 Convention. Room reservation blanks will be available by October from the executive secretary of the school boards' association in each state. Don't fail to secure a blank and make your reservation promptly. Board members should insist on going to Atlantic City, either with or without their superintendents, early enough to attend their own N.S.B.A. Convention in advance of the A.A.S.A. meeting, and then stay over for as much of the latter as possible.



You cannot rest the whole case for a comfortable thermal environment upon room air temperature alone. Thermal comfort is related also to the temperature of surrounding surfaces.

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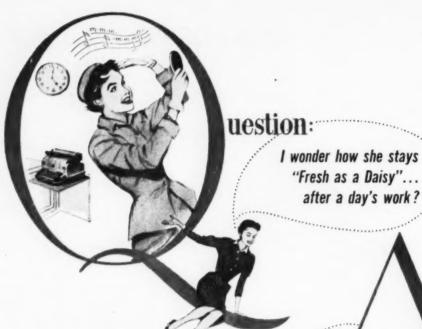
Mark these important distinctions between Nesbitt and all other unit ventilator systems.

THE UNIT VENTILATOR THAT SETS A NEW STANDARD OF CLASSROOM COMFORT!

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Teach your students on the Underwood Electric to better equip them for positions in this modern business world.

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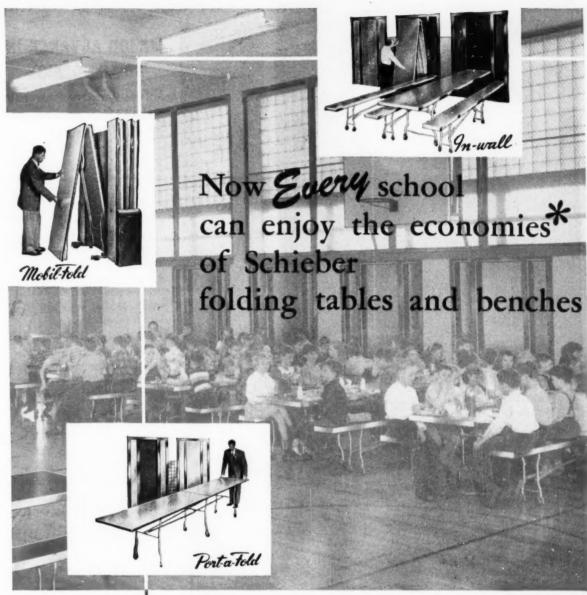
So don't buy any typewriter until you try the new Underwood Electric . . . on your own work, in your own classrooms . . . and see for yourself how easy it is. No obligation whatsoever. Just phone or write your Underwood representative for a trial.

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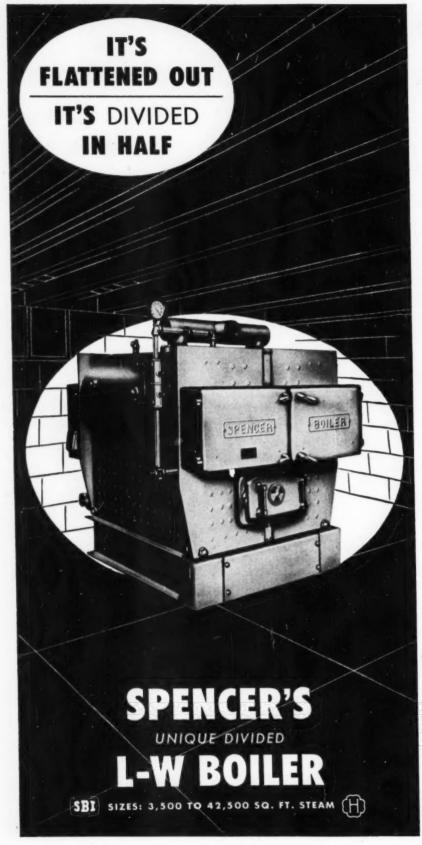
Space serves double duty with Schieber equipment activities area doubles as lunchroom. The extent to which the modern trend toward multiple-use-of-space saves money in school design is evidenced by the fact that 85% of leading school architects now specify Schieber folding tables and benches. Installations are proving their worth in practically every state and several foreign countries. See for yourself. Let us advise you where an installation can be observed in operation. There are now models to meet your regular and special seating requirements and accommodate the limited budget.

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In existing buildings, this boiler's exclusive divided design permits entry through narrow doorways. Though its two watertight sections can be moved in separately, they require no welding for installation.

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It has other time-tested Spencer advantages. It's selfcleaning. It's fast steaming, thanks to staggered rows of fire tubes. It can be quickly converted from mechanical to hand firing.

Let Spencer's Low-Waterline Boiler solve your heating problems. Learn more about it today. Clip and mail the coupon below.

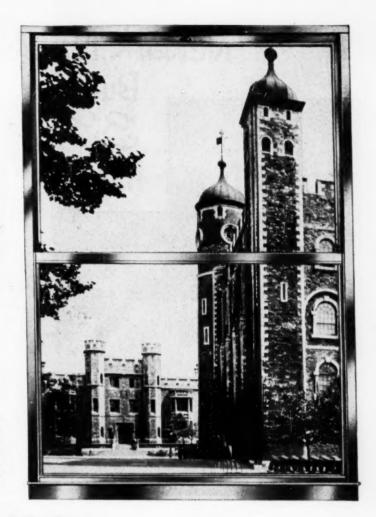


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Literally, ADLAKE Windows pay for themselves by eliminating all maintenance costs except routine washing. Once installed, they'll keep their cleancut good looks and easy operation for the life of the building, with no painting, scraping or other maintenance whatever! What's more, their wovenpile weather stripping and patented serrated guides give an ever lasting weather seal!

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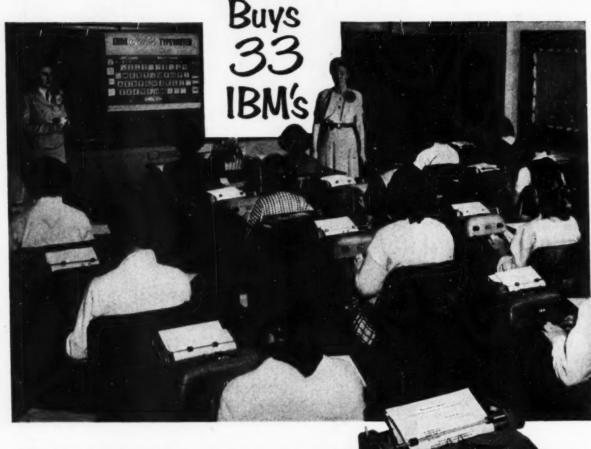




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Newark, N.J., School



Teachers, students, parents and local businessmen were all so enthusiastic about the results of using IBM Electric Typewriters in beginning classes at West Side High School in Newark, New Jersey that the school decided to equip an entire classroom with 33 IBM Electrics.

The teachers say their own work is more satisfying, less tiring, and that the students acquire greater speed more quickly and with greater ease on electrics.

According to the school, students love the light touch, the even stroking, the comfortable keyboard slope, the fatigueless ease of IBM operation. And the students have superior typing skills on manuals, too, thanks to this electric training.

Today's trend is unquestionably to IBM Electric Typewriters. Wouldn't it be a good idea to install IBM's in your typing classes and meet the greater demand in your area for typists trained on IBM's.



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The New DITTO



TURN BLANK PAPER into ABUNDANT SCHOOL MATERIALS One to FIVE COLORS at Once

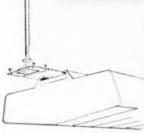
Just touch-a-button and your eager new automatic electric DITTO D-11 duplicator turns out bright copies of anything you type, write, draw or trace through reproducing carbon. This great new teaching aid literally purrs through blank paper at a 2-copy-per-second clip. Because it is heir to all the know-how of the world leader in liquid duplication, the electric DITTO D-11 is built for many years of faultless performance, though it starts work for you at modest price. No matter what duplication method you now use, you will be well repaid by a demonstration of this revolutionary new machine in your own school. No obligation—just mail the coupon.

OTHER APPLICATIONS

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Sliding stem plate can be moved from end to end to support the Cavalier at any point, completely eliminating problems of in-line spacing of mounting points.



For the complete story of this beautiful new streamlined di-rect-indirect luminaire, write for an 8-page 3-color folder. The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada, Wakefield Lighting, Ltd., Lon-don, Ontario. don, Ontario.

















Note that the brightness readings for the new Cavalier are well below the recommended maximums:

Zone	The Cavalier	Max. Recommended with Proper Refl.
60°-90°	100 ftL	450 ftL
45°-60°	250 ftL	900 ftL
0°-45°	1800 ftL	2000 ftL "

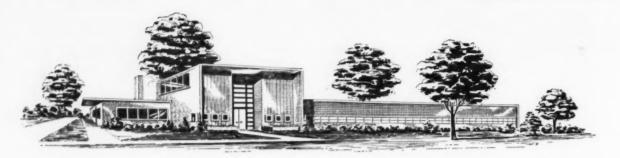
Several important new design features are responsible for such excellent performances:

FIRST, the full length luminous plastic side panels have no opaque metal framing, but are supported internally by a steel frame. This frame is also an internal reflector, a feature which keeps side panel brightness down to a pleasant 100 ft-L.

SECOND, the louvers provide complete 45° x 45° shielding, or shielding at 45° x 25°. There is no view of lamp at specified shielding angles through the entire viewing cone.

THIRD, a special Wakefield low-brightness finish on louvers, side reflectors, panels and channels serves to keep brightness low.

Here then is an excellent new direct-indirect luminaire for your consideration when planning classroom lighting. There are two models, both equipped for Rapid Start or Slimline lamps, the Cavalier II (two lamps) and the Cavalier IV (four lamps).



Good news for light-conscious planners

First Toplite installation leads new trend in classroom design

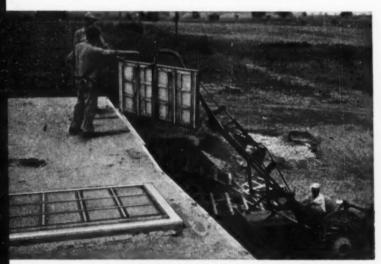
New school uses Kimble Toplite Roof Panels and Insulux Light-Directing Glass Block in side walls to give better, more evenly lit rooms.

There was a time when lighting experts worked to increase the amount of illumination in rooms because they felt the more light, the better the seeing conditions.

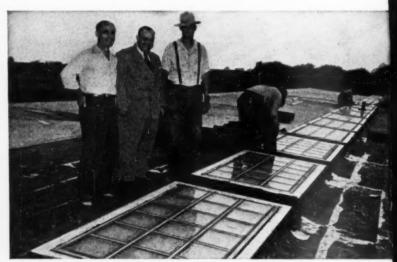
However, continuing research by Kimble Glass Company at its Daylighting Laboratories has proved it is *quality*, not *quantity*, of daylight that creates good seeing. Steady, even lighting without glare and harsh contrasts creates the ideal seeing environment.

With this new combination of Insulux fenestration and Kimble Toplite it is now possible to bring adequate daylight into any classroom regardless of depth, and to create illumination levels that fall within those requirements established by I.E.S. Size and arrangement of the Toplite panels are determined by room dimensions.

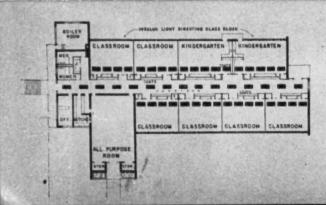
New Kimble Toplite Roof panels are designed to transmit low Autumn and Winter sun as well as cool northern light all day long . . . but . . . also repel the hot, glaring light of a mid-day summer sun. The result is soft daylight throughout the room all day.



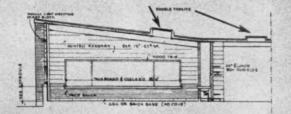
Kimble Toplite Roof Panels are factory-fabricated. In their sturdy, individual crates, they arrive on the site ready to install.

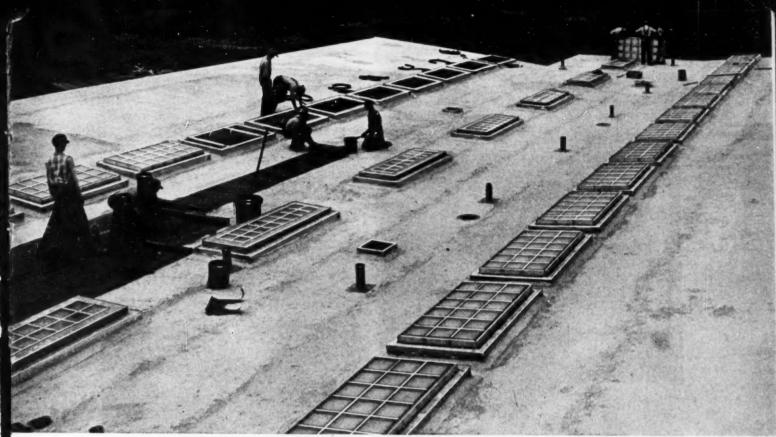


Earl Van Sickle, Supt. of Schools, Louis C. Kingscott, Architect, and Henry Vander Veen, building contractor (l. to r.) inspect the installation.



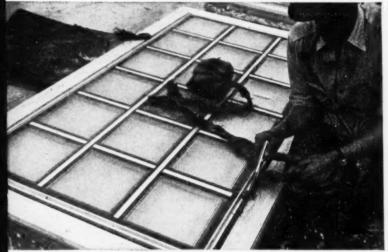
Black baxes (sketch left) indicate location of Toplite panels in corridor and classrooms. The high insulating value of Insulux Glass Black and Toplite Roof Panels reduces troublesome candensation in winter . . . reduces loads on heating and artificial illumination systems.





The new Middleville School, Middleville, Michigan, was designed by the architectural firm of Louis Kingscott & Associates, Kalamazoo, Michigan. It is the first school completed that uses a combination of Kimble Toplite Roof Panels and Insulux

Light-Directing Glass Block panels. Here is a construction photograph of the roof of this new school. The Toplite Panels in left and right rows are in classroom areas. Center panels are overhead in corridor. (See sketches lower left).



Factory fabrication means uniform quality and low job-installation cost. Panels are set on prepared curbs. Left, above, marinespun oakum is forced into the expansion space between Toplite Panel and curb. Next, right above, Vault-Light cement is poured



in stages between Toplite Panel and curb. Cement is fast-setting and serves as a seal. Below left, worker trowels on asphaltic compound in preparation for laying of fabric membrane flashing material. Note roofing material is brought to top of curb.

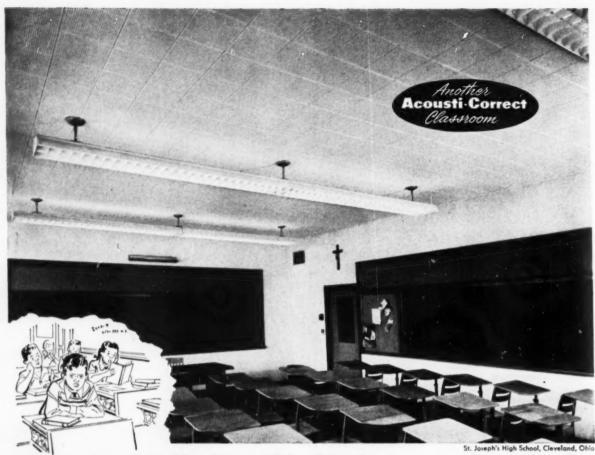


The complete story of this great new advance in efficient utilization of *free* daylight is available in the bulletin: "Kimble Toplite—a new system in daylighting." Send for your free copy today. Address Kimble Glass Company, Dept. AS-9, Box 1035, Toledo 1, Ohio.



KIMBLE GLASS COMPANY

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Do your pupils face this hindrance to learning?

Educators today are increasingly concerned over the problem of poor acoustical environment in the classroom. Unchecked noise and faulty acoustics, they recognize, interfere with distinct hearing...induce strain and fatigue...hamper concentration...handicap pupils and teachers alike.

Low-Cost Answer

That is the reason more and more schools are installing Acousti-Celotex Sound Conditioning. A sound-absorbing ceiling of Acousti-Celotex Tile creates conditions favorable to good hearing in classrooms, auditoriums, music rooms. In study halls, libraries,

band rooms, corridors, gyms and cafeterias—it "soaks up" noise, brings quiet comfort that benefits all.



DOUBLE-DENSITY—As the diagram shows, Acousti-Celotex Tile has two densities. High density face, for a more attractive finish of superior washability, easy paintability. Low density through remainder of tile, for great sound-absorption value.

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Acousti-Celotex Tile is quickly installed at moderate cost. Needs no special maintenance. Its remarkable double-density feature (see diagram) prevents warping—provides a surface of unequalled beauty and washability. Can be washed repeatedly and painted repeatedly with no loss of soundabsorbing capacity.

GET A FREE ANALYSIS of the acoustical and noise problems in your school without obligation. We will also send you free a factual booklet, "Sound Conditioning for Schools and Colleges." Mail coupon below today!



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Everywhere!... in all 48 states, the demand for Ludman Special School Windows is increasing! HERE ARE JUST A FEW OF THE

MANY SCHOOLS EQUIPPED WITH LUDMAN WINDOWS

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St. Catherine Parish Addition Cincinnati, Ohio

Jamestown School Jamestown, N. C.

Vineland School Vineland, N. J.

James K. Polk Elementary Oklahoma City, Okla

Delmar School Delmar, Iowa

Indian Springs School Shasta County, Calit.

Grover Hill Public School Grover Hill, Ohio

Norris High Norris, Tenn

Clinton High

St. Joseph's School Rock Island, III.

Riverside Township High Riverside, III.

St. Procopius School Wheaton, III.

St. William's Congregational Janesville, Wisc.

Elk Run School Elk Run, Jowa

Lewis & Clark School Richland, Jova

Francis X. McGraw School

From Washington to Florida . . . Maine to California -- more school board officials are demanding and architects are specifying Ludman Special School Windows. Here's Why! Ludman Auto-Lok windows give you complete all-weather window ventilation control! They open wider. They seal shut ten times tighter than generally accepted standards. Each vent locks automatically at all four corners when closed. They help air-conditioning and heating equipment to operate more efficiently. And equipped with the exclusive Ludman Control-Bar, Ludman Windows

are the simplest, safest, easiest of all school windows to operate! They are made to withstand the severest kind of classroom abuse and give a life-time of trouble-free performance!



A: CONTROL-BAR . . . Another Ludman first! It's the simplest, safest operating device ever designedt So little effort is required, even a child can operate it. No maintenance . . no adjustment — ever!

B: SAFETY-LOCK . . . an improved locking feature that securely locks the bottom vent



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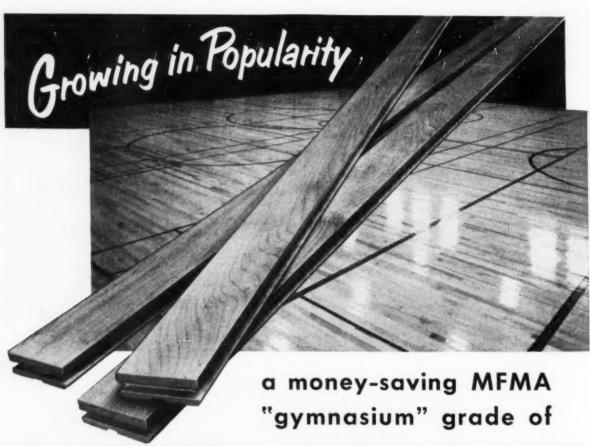
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NORTHERN HARD MAPLE

"tailored from the tree" especially to give you better average lengths, fewer end-joints, richer beauty, guaranteed soundness of wood.



• Approved by architects and school authorities in leading cities for gymnasium floors, this fine (and relatively new) "combination grade," officially known as Second and Better, is fast becoming a favorite school specification. IT DESERVES THIS NEW POPULARITY. It matches MFMA First Grade in every performance attribute, yet costs less.

Held to rigid MFMA standards of accuracy and of soundness of wood, it actually gives you 50% or better of First Grade, blended with the Second Grade areas in Nature's own colorful combinations of interesting grain patterns. Specify Second and Better, the ideal "gymnasium" grade, with fullest confidence. It makes a splendid floor of enduring beauty. YOU'LL SAVE MONEY WISELY.



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(Arch. 12K-MA)
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FLOOR WITH NORTHERN HARD MAPLE



Lafayette Elementary School, Waterloo, N. Y. Completed 1951 at a cost of \$550,000. Architect and Engineer: Carl C. Ade. Heating Contractor: A. Burgart, Inc.

COLD MEETS ITS WATERLOO

In Waterloo, New York

New York Community Modernizes its School System With New Schools and Tru-Perimeter Heating

When Waterloo, N. Y., decided its educational shoe was pinching they called on Carl C. Ade, prominent Rochester architect and engineer, to help remedy the situation.

Result — the handsome new Lafayette Elementary School illustrated here and the even larger Skoi-Yase (Indian for 'bubbling water') Elementary School now under construction. With these new schools, and its existing buildings, Waterloo has solved its educational space problems for many years to come.

For efficient, modern heating, both these new schools use Webster Walvector, as do many of the schools designed by Carl C. Ade's office.

Here is Tru-Perimeter Heating. The cold perimeter walls of the buildings are heated gently and evenly. There are no cold spots, no hot spots, no drafts. With Webster Walvector, the heating element and piping are concealed in attractive metal enclosures.

Webster Walvector in perimeter heating simplifies piping, uses fewer risers. Heating up is quick, effectively controlled. Buildings can be heated just before occupancy and the heat reduced immediately after the need is gone.

Whether you are contemplating new construction or modernization, look into the advantages of Webster Walvector. For complete information call the Webster Representative or write us

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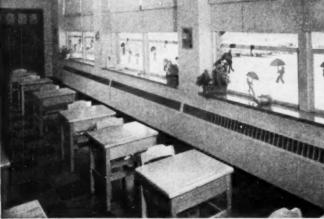
For Steam or Hot Water Heating

Recent New York State Schools by Carl C. Ade that use Webster Walvector

Elementary School, Fulton;
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Irondequoit Jr.-Sr. High School
District #3, Irondequoit;
Pittsford Jr.-Sr. High School, Pittsford;
Griffith Institute, Springville;
Bryant School, Hornell;
Lafayette School, Waterloo;
Skoi-Yase School and Bus Garage, Waterloo;
Webster Central School, Webster;
West Webster Elementary School, West Webster



Above: Kindergarten of the Lafayette School. Here concealed Webster System Radiators deliver heat through top outlet grilles shown in window sills. Air enters below toy shelving.



Left: Webster Walvector under windows in Lafayette School classroom. Air enters below Walvector enclosure, is gently warmed by heating element and passes out through the attractive grilles. Wall-to-wall warmth, no cold spots.

Will your school have room for her?



That depends on where Susan lives and on how well her community is meeting the strain on classroom facilities.

For Susan is only one of a million more youngsters who will be crowding into our schools this fall. And this same rate of increase is expected to continue for years, according to the census

Even if your present facilities are adequate, you'll soon be feeling the need for more classrooms. And washrooms, of course, must come

That's where Crane can help you-and in a way that saves you money. Crane school plumbing fixtures are built to stand abuse and to save on maintenance costs. You know the Crane reputation for quality.

Talk it over with your Architect and Plumbing Contractor, and let them know your preference



Crane Norwich lavatories installed in new Booker T. Washington High School, Tulsa, Oklahoma. Architect: Leon B. Senter. Plumbing and Heating Contractor: Watt Plumbing, Air Conditioning, and Electric, Inc.



CRANE CO. GENERAL OFFICES: 836 SOUTH MICHIGAN AVE., CHICAGO S VALVES . FITTINGS . PIPE PLUMBING AND HEATING

Attempts to Improve the St. Louis Schools Frank L. Wright

Any inclusive study of American education will reveal the fact that through the years St. Louis has been known for outstanding contributions to education. Some of the worthy contributions are:

- The first permanent public kindergarten
- 2. The first manual training school in the United States
- 3. The first coeducational high school in America
- 4. The first Negro high school in
- The first public high school west of the Mississippi
- The first nationally recognized audio-visual center of any school system.

St. Louis has been known, also, for its educational leadership. Such names as Susan Blow, William T. Harris, and Ben Blewett immediately come to mind. During the past years, however, several educators of repute have left the St. Louis schools—some of them under a cloud so far as the board of education was concerned—and are now serving colleges, universities, and schools with distinction.

It is no wonder, then, that the question is being asked by educators: Just what is happening in the St. Louis schools today? Just what is the problem? This is an honest attempt to answer these questions by one who has observed the working of the board of education and staff for more than 25 years.

There is not one problem but many problems. Some of these involve state school law and needed legislation; others relate to individual board members, who may have

few of the qualifications of the good board member but who do have the political or sectarian support necessary for election. A former executive officer of the St. Louis schools, now a prominent educator in the United States, has said, "St. Louis public schools have some aspects of the old Greek tragedy.1 The inevitable defeat of a highminded professional program is seen in the requirement that board members - twelve in number - have 8000 signatures before they may run, in the multi-control administrative structure which is perfectly adapted to everything except good schools, and in the basic lack of real desire by a substantial minority of St. Louis citizens to have good public schools.3

The Plan of Organization

The plan of organization in effect in the St. Louis system, thoroughly embedded in legislation, is characterized by the division of administrative authority among several executive officers - the Secretary-Treasurer, the Superintendent of Instruction, the Commissioner of School Buildings, the Auditor, the Attorney - each directly responsible to the board. Although a few years ago the Supply Commissioner was made an Assistant Superintendent under the Superintendent of Instruction - this did not require legislative action - still St. Louis has more executive officers of equal rank than any other school system in the United States. There are now three - reduced from four during the years - standing committees -- Instruction. Finance, and Building. Their meetings are open to the press, and frequently the public is apprised of the actions of a committee at the same time as members of the board

not members of that particular committee. Under such an organization, board members are more likely to go along automatically with committee action, to become smothered in administrative details, to promote the interests of staff members in one particular department and to become involved in patronage.

It seems peculiar that a majority of a board of education would accept and grant special favors through the years, or allow such favors, without discovering even a definition of the word patronage. This is particularly strange when accusations of patronage have appeared in the press frequently. Just recently a former president, who retired from the board in 1951. "charged that the merit system 'had deteriorated to an absolute patronage outfit. It stank. It reeked. But there was nothing we could do about it with the membership of the Board of Education at that time.' Unbelievable reports of conniving of board members with each other, with businessmen, and with members of the school personnel have been related. It has been reported that board members have traded votes with each other in order to elect friends and to keep them in office, or to demote those whose greatest sin was that they couldn't be "influenced," and that they have traded board business for political support toward their election. Members of the staff, who ought to have known better, have invested their funds with a questionable board member and have changed their bank accounts and dentists according to board membership. In exchange, favors were expected. In fact, one board member interposed in behalf of an elementary school principal who was having difficulty finishing the work for the master's degree in a local university.

^{*}Professor of Education Emeritus (for 28 years Chairman of the Department of Education), Washington University

¹Defined: The action as a whole is conceived as a manifestation of fate in which the characters are somewhat passively involved.

The St. Louis Post Dispatch, May 11, 1953.

Superintendents' Careers Short

It takes honesty and courage for a board member or a member of the staff to refuse to accept a piano as a gift, to return to the board treasury money allowed him for "per diem" traveling in excess of actual expenditures when it is in opposition to the general practice. It takes moral courage to refuse the request of a board member for the use of a school car for transportation to meetings which have no connection with school board business.

During the twenty years preceding the past eight years, the professional life of a superintendent or assistant superintendent of schools in St. Louis was short and precarious. Some have suffered a nervous breakdown, dismissal, or demotion because they dared administer their offices without fear or favor (without favor, at any rate): others because of conniving of board members, executive officers, or both. During this period promising board members have been elected or appointed by the Mayor to the board, a majority of whom have succumbed to compromise, discouragement, exhaustion, or loneliness. Some have found themselves in a hopeless minority and given up in disgust. Relatively few board members during this time have had as their chief motive in election, the maintenance of a good public school system; fewer still had the slightest idea of the characteristics of such a system.

In 1948, a Republican Mayor appointed to fill a vacancy on the St. Louis board of education a little "David," a partner in one of the city's leading law firms, who knew relatively little of public education. but who soon discovered not all was well with the St. Louis public schools in general and with the board of education in particular. He had the courage, the pertness - his enemies would say the impudence or even the insolence - which made him a controversial yet valuable board member. His ability at inquisition and disputation on the floor of the board tended to irritate but also to attract attention of board members, the people, and the press to school problems. He has been influential in securing newspaper publicity on vital school problems.

Citizens' Committees

This attorney, more than anyone else, was responsible for a citizens' advisory committee which, following a study of the operation of the St. Louis schools, recommended dozens of changes including unit control with authority centered in the Superintendent of Instruction, a school tax increase, a tighter budget procedure, etc. From this citizens' committee developed a Citizens' Improvement Committee of businessmen, the purpose of which was to select and support qualified candidates for the board of education. The committee

wanted members who would not be satisfied to "dabble in school routines or to try to get school jobs for friends or friends of friends." They sought board members with a higher type of literacy than the ordinary run of candidates. In fact, the total lack of education on the part of the large proportion of the 14 candidates in 1951 caused one of the Citizens' Committee candidates to inquire of the voters, "Should any semblance of culture and refinement be expected of a board member representing the St. Louis schools?"

The committee selected as candidates three men of unquestioned character—a member of a prominent advertising firm, an important real estate dealer, and an educator who was experienced as a board member in a suburban community. They were called the "blue ribbon" slate and dubbed by the "old guard" as "blue bloods." In spite of opposition by practically the entire staff of the Building Department, aided and abetted by a majority of the board members, the three were elected. The astute little counselor now had some company in attempting the solution of important school problems.

Wanted Improvements Outlined

This group of four, increased to five through appointment by the Mayor of the chairman of the Citizens' Advisory Committee, a recipient of the St. Louis Award for outstanding civic service, had plenty of improvement they wanted in St. Louis public education.

1. They wanted legislation effecting unit control, whereby a superintendent of schools would assume responsibility for the administration of schools, including the duties now performed by a Commissioner of School Buildings.

2. They wanted the executive officers to assume greater responsibility for suggesting policies and a program of improvement of the schools, instead of taking their cues from the board or from individual board members.

3. They wanted a unified board, and some of them were sufficiently naïve to believe that they could secure majority support for any action which seemed positively good for the schools.

4. They sought greater community confidence in and respect for the board. By any reasonable standards of measurement, the St. Louis board of education in the immediate past cannot be classed as strong.

5. They wanted closer supervision of expenditures. They sought to climinate some of the waste on school board junkets, both in and outside the city.

6. They desired investigation of the Board of Examiners, reputed to be one of the greatest sources of board patronage, and of the use of school employees on a

new home of an executive officer whose department has been imputed to flirt with patronage.

In fact, they promoted a code of ethics which would forbid members of the board of education:

1. To accept favors from or attempt to coerce or influence unduly officers, employees, contractors, or others doing business with the board.

2. To enter into financial transactions with officers or employees.

3. To use the skill or labor of an officer or employee in personal affairs.

4. To use the property of the board, except when necessary in carrying out their duties as members.

5. To incur expenditures traveling on authorized business of the board which are unreasonable or greater than they would incur in their own affairs.

6. To take any part in the hiring, promotion, or demotion of any employee except under provisions of the school law.

The two groups — the so-called "old guard" and the Citizens' Committee group - planned their techniques and procedures separately. There was little inclination to compromise. The vote on controversial issues, particularly on reforms proposed by the minority citizens' group, was usually five to seven. At times the old guard would propose and pass legislation which had been rejected previously when proposed by the minority. Shrewd parliamentary procedures such as the St. Louis board had not previously experienced, have caused unusual alertness to board actions. Even so, "the old guard has been successful in throwing up a series of road blocks on the path to reform in school affairs."5

Unit Control Opposed

Union employees of the Building Department of the public schools have never wanted unit control. They believe they will fare better under the present setup with the Building Commissioner as their boss. These employees, consequently aided by the unions and certain school board members, their friends, have had sufficient influence to scuttle unit control legislation in the last two sessions of the state legislature. An inquiry has been ordered into the use of funds, "contributed without receipts" by employees of the Building Department to discover whether "the money collected periodically is used for political purposes." The question is: Have any of these funds been used against unit control legislation or against the election of candidates supported by the Citizens' Committee?

The Citizens' Improvement Committee, believing that any considerable improvement in the St. Louis schools depended on an improved board of education personnel, and encouraged by the fact that all three candidates supported by the committee in

⁵Business Week, December 13, 1952, "Businessmen Bringing Reform to St. Louis Schools," pp. 128-131. ⁶St. Louis Globe Democrat, March 18, 1953.

⁵St. Louis Post Dispatch, September 24, 1952, Editorial.

1951 were elected, promoted four candidates for the four vacancies in April, 1953. Two of the four were elected.

Of the six candidates, not supported by the Citizens' Committee, the two elected were former board members, one just finishing his second term of six years, the other defeated in 1951 by the Citizens' group. The more experienced member, who is a Democrat and "has excellent connections in the party's local hierarchy," has voted persistently against unit control and

other reform measures proposed by the Citizen's group. More than any other member of the board, he has been accused of patronage - influence in appointments and retention of personnel merely because they were friends. Furthermore, he could expect obedient yet garrulous support of his policies by the other member, following the backing he persuaded his friends to give in the election.

A"Harmony"President

In a Democratic landslide for a popular mayor, the two were elected by large majorities. The two defeated citizens' candidates were the recipient of the 1951 St. Louis Award, and a public relations man, recently chairman of the Civil Service Commission, former Rhodes scholar, and a member of Phi Beta Kappa. Among the causes of the defeat have been mentioned the holding of the school election in connection with the regular city political election, lack of organization of

the citizens' groups, laxity of general public interest in the schools, and political activity on the part of the noncertified staff and the unions in behalf of the "old guard." The popularity of the leading votegetter of the old guard was indicated at the first board meeting following election by a display of floral offerings from his friends estimated to have cost \$400 to \$600. Some persons believe that at least one bouquet may have been provided from the "Mutual Benefit Fund" of the employees of the Building Department.

The two groups equally represented on the board — six and six — elected a "harmony" president of the board, executive secretary of the C.I.O. Industrial Council, nominated by the citizens' group as the only member of the old guard which would

be satisfactory to them. The new president has listed certain objectives for achievement under his regime, among which are:

1. "A unified board concerned only with such matters as are properly within its jurisdiction, and which may result in improving the school system,

2. "Co-operation between executive officers of the board to the point where we shall have a form of unit control administration in fact, while we continue to strive for one as a matter of law,



Equestrian Statue of St. Louis in City Hall Square, St. Louis, Mo.

3. "An informed community possessing an intimate knowledge of the work being accomplished by the board, and

4. "A co-operative press."

Furthermore, the president has been authorized to appoint certain board committees, one of which is on Public Relations, intended to assist in the realization of "an informed community" and "a co-operative press."

These objectives are in accord with the aims and actions of the citizens' group and of its elected representatives. It is hoped and expected that the president will vote and attempt to effect a majority vote for that legislation and those policies which are clearly in the interest of public education in St. Louis. He must vote and act in the interest of the entire staff and the

whole school system, not in behalf of one group as so many board members tend to do. Only by such procedure will he maintain the confidence and respect of the best members of the board, and of the community, and the co-operation of the press.

Reform Is Coming

A determined attempt at reform of the St. Louis public schools is on. The reform was centered first in the selection of a satisfactory board of education, one which

would eliminate politics and patronage, encourage democratic action on the part of teachers and executive officers, eliminate waste, and create an atmosphere in which a healthy program of education could flourish. The movement is spearheaded by a School Improvement Committee, whose chairman, a banker, is commissioner of the St. Louis Police Department. Progress in such reform will be slow, since politics have played such a large part in school elections for so many years.

Although tradition has played a large role in the St. Louis schools and policies established twenty or more years ago have seemed difficult to replace, there are hundreds of devoted teachers and administrators who have kept alert to current education problems. For those teachers who have refused to progress of their own accord, a required improvement plan has been instituted. The schools are neither wholly child nor curriculum cen-

tered. Trained social workers have replaced the old truant officer. The reading clinic is serving local schools for the deaf, the partially sighted, the physically handicapped, the crippled, and the mentally handicapped. Speech correction classes for about 400 children and individual instruction for youthful patients in three hospitals are being provided. The Audio-Visual Department and its staff are known and respected throughout the United States. It is prepared to furnish leadership to educational television in this area when Channel 9, the St. Louis educational television channel, starts operation. St. Louis then can look back to its early history with pride; it can look forward with confidence, providing its citizens do not grow weary but keep alert to public school needs.

Line-of-Duty Accidents to Board Employees

Stephen F. Roach, Ph.D.*

"Accidents don't happen," the saying goes, "somebody causes them." But regardless of their origin—and quite aside from the matters of governmental immunity and negligence which may be involved—accidents occurring to pupils, to board employees, or to other individuals on school property are a never ending source of concern to members of school boards. Particularly is this true where board members wish to build a reputation for fair and impartial personnel practices with their employees, and to foster good public relations with their patrons.

Put differently, many of the presentday activities of American school boards involve personal, civil, and property rights which all fair-minded board members must respect, and which therefore must be considered before board policies and practices are formulated.

Today public education employs almost 25 per cent of those working for the various levels of government in the United States, and probably touches, in some manner, the life of almost every citizen. It would seem obvious, therefore, that in formulating school policies — with respect to in-service injuries to board employees, for example — board members should not only consider the personal rights of such employees, but should also seek to establish a mutual recognition as to just which accidents are compensable, and which are not.

In line with this reasoning, the present article will discuss a recent case involving some of the legal aspects of line-of-duty injuries occurring to board employees.

Facts of the Case

In this case,¹ decided in the Supreme Court of North Carolina on May 6, 1953, the facts showed that Mr. Sweatt was employed by the Rutherford County board of education as principal of the Union Mills High School. This school was conducted in a building located on the campus of Alexander School, Inc., a private corporation, which also operated a coeducational orphanage and boarding school thereon. The high school building was owned jointly by the county board of education and the private corporation.

A supervised study hall was conducted each school day evening, in the high school building, at which only private (i.e., orphanage) students were required to attend. Sweatt supervised this study hall, and at the same time customarily performed some of the duties incident to his position as

principal of the high school.

On the night of March 12, 1951, after the regular evening study hall had been dismissed, and after Mr. Sweatt had consulted with the last of several orphanage students about their high school work, one of the orphanage boys — who was also a student at the high school — entered the principals' high school office and fatally shot him. It was subsequently established that earlier the same evening this student had been reprimanded by Mr. Sweatt for an infraction of one of the *orphanage* regulations. There was no evidence that the boy had previously demonstrated any ill-will toward Mr. Sweatt.

At the time of the assault, Sweatt had apparently been working on his monthly

report as high school principal.

In a proceeding under the state Workmen's Compensation Act, compensation was awarded to Sweatt's widow on the basis that his death was caused by an assault resulting from the reprimand. The reprimand, the awarding commission found, "was administered by the deceased as principal of the . . . High School to a student in that school."

This award, which had then been sustained in a subsequent lower court decision, was now being appealed by the

county board of education.

The pertinent Workmen's Compensation statute provided that liability of the state of North Carolina for compensation was confined to those injuries or death caused by accidents "arising out of and in the course of . . . employment in connection with the State operated nine months' school term."

The Issue

The issue in this case was clear cut:

Was Sweatt's death caused by an accident "arising out of and in the course of" his employment as principal of the Union Mills High School?

Findings of the Court

After noting that statutory authority existed in North Carolina whereby the

children living in the Alexander School. Inc., were permitted to attend the local public schools, and that existing legislation also permitted the joint ownership of the high school building, the court commented: "However . . . the special act authorizing joint ownership . . . did not extend the scope of the decedent's duties as high school principal under his employment by the State Board of Education.' Neither, it continued, did the permissive arrangement whereby Sweatt served in the dual role as superintendent of the orphanage, and as principal of the public high school, "merge [these] duties, nor extend the orbit of liability of the State Board of Education under the Workmen's Compensation Act . . . to cover his duties as superintendent of the private institution.

Then turning to the pertinent compensation statute, the court held that the phrases "arising out of" and "in the course of," were not synonymous. Rather they involved two ideas and imposed a double condition, both of which were to be

The words "arising out of," it held, referred to the cause or origin of the accident, involved the idea of causal connection between the employment and the injury, and imposed the condition that for an injury to be compensable it must spring from or have its origin in the employment. The term "in the course of," on the other hand, related more particularly to the time, the place, and the circumstances under which the injury occurred.

Generalizing further, the court noted that while an accident arising out of an employment usually occurs in the course of it, such was not necessarily or invariably the case; nor would an accident occurring in the course of an employment necessarily or inevitably arise out of it. Hence, it concluded: "proof that an employee was at his place of employment and was doing his usual work at the time of . . . injury, without [establishing anything] more, is insufficient to support an award of compensation."

Applying Principles

Applying these principles to the case at issue, the court held that it was readily inferrable that Sweatt was at the place of his employment and was about the performance of his usual duties as high

⁶J. J. Ferris High School, Jersey City 2, N. J. 'Sweatt v. Rutherford County Board of Education et al., cited as 75 S.E. 2d 738 in the National Reporter System.

school principal at the time of the murderous assault. Accordingly, it found that the record supported the lower court finding that the fatal shooting occurred "in the course of the deceased's employment as principal. . . ."

With regard to the second requisite condition—that the accident "arose out of" Sweatt's employment as principal—the court first found that the reprimand was not administered by the deceased as

principal of the high school.

This was so, "because the rule to which the reprimand was addressed was designed not for the government of Union Mills High School, but solely to prohibit the older boys from the Alexander School, Inc., from visiting within a certain distance of the older girls' dormitory during evening hours. It applied in no way to any of the public school students, who at the time of its application had gone home." Then the court added: "After the close of the regular school day . . . [the reprimanded student] was subject solely to the disciplinary rules of the orphanage, and in

no manner to those governing the statesupported public school system."

The opinion then concluded: "the injury which caused [Sweatt's] untimely and tragic death arose wholly and solely out of the enforcement of a regulation of a private institution, without semblance of connection, in fact or in law, with the performance of his duties as a high school principal. [It is] unsupported by the requisite proof of causal relation between the deceased's employment as high school principal and his death. . . ."

Therewith the court reversed the lower decision and denied the compensation

award

Significance

The significance of this case for school board operations lies not so much in the specific issue decided—since the set of facts here was probably unique—but rather in the concurrent clarification of the terms "arising out of" and "in the course of." This clarification should be of considerable assistance to board mem-

bers in states other than North Carolina. since similar terms are likely to be found in Workmen's Compensation enactments in many state codes.

The opinion is also significant because it demonstrates how court decisions frequently delineate the *force*, the *extent*, and the *effect* of statutes governing school board operations.

Hence board members must look to both the existing statutes and the pertinent judicial decisions before the true legal status of a board activity can be deter-

mined.

Finally, because of the frequently tragic effects of injuries to board employees who are family breadwinners, and because of the possibility of endangering employee morale—as well as weakening public confidence in the school administration—it might be well if school boards verified the exact status of compensable line-of-duty accidents in their localities. Every board should then make certain that its implications are clearly understood by all employees concerned.

The Schenectady Plan for . . .

Developing Educational Leadership

Harry J. Linton and John Moran*

The public schools of Schenectady, N. Y., have developed what may prove at least a part answer to one of the most pressing problems facing school administrators and boards of education: where and how to recruit outstanding leadership — truly one of the scarcest "commodities" in our society.

Recruiting From Local Staff

From our experience over the past five years with a new and still evolving program of in-service leadership training, we are convinced that the "where" can be primarily within the local school staff itself. The "how" — for us — has been a careful selection process, followed by a six months' to two-year period of intensive training which we call our "Apprenticeship Program in Educational Leadership."

At the close of the 1952–53 school year, Schenectady was training no less than 12 "apprentices," all recruited from the professional staff of our public schools. Each had proved an outstanding teacher. Seven were training for positions of leadership on the elementary level and three on the secondary level. One was being trained to take over the division of audio-visual aids

and another was an apprentice for leadership in the central administration. Not since 1949 have the Schenectady public

schools brought in an outside person for any position of general administration or supervision, although about 20 vacancies



The leadership apprentice, right, moderates the school TV program which he helped prepare.

^{*}Superintendent of Schools and Public Relations Director, respectively, Schenectady, N. Y.



Potential leaders of Schenectady Public Schools receive intensive training in classroom work.

of this nature have occurred since then. Our program began five years ago when we were faced with several forthcoming vacancies in school principalships. In the past we had frequently gone out of town to fill such positions, but we felt that we were overlooking a fine opportunity to provide incentive to potential leaders among our own staff. Moreover, a school system which too consistently looks elsewhere for new principals and other administrators must expect some justified criticism from its staff and the local community.

Board Given Plan

We studied our teaching groups and decided to present a plan to the board of education. The plan called for announcement that "apprenticeships" in educational leadership would be made available to certificated personnel. We then invited interested teachers to apply. The central administrative staff, consisting of the assistant superintendent and assistant to the superintendent, director of research and one or two others, sat with the superintendent to interview each applicant. We wanted to learn their thinking on goals of education, what they really sought to accomplish in schoolwork, and how strong their purposes were. Of course, we already knew a good many of these things about them, but a "brass tacks" interview of some 45 minutes really puts a person on his mettle. These interviews had an indirect value, too, in that they provided an opportunity for teachers to talk over their aspirations with the central administration.

The board approved the plan with enthusiasm. From lists averaging eight to fifteen applicants for each announcement, we customarily recommend to the board two or three for appointment as apprentices. Applications are invited as far in advance of the vacancy as we can foresee. Most of the vacancies are principalships. Eleven of our 18 elementary principals have gone through this training and in very definite ways are demonstrating the value of the program.

Apprenticeship in Administration

This year for the first time we have set up an apprenticeship in central administration. The appointee, who will fulfill many of the functions of a deputy superintendent, is principal of one of our five junior high schools. He will continue as nominal head of the school while serving his apprenticeship.

Beyond the defined limits of the apprentice program, others too, are being placed into positions of increased responsibility on a temporary basis as we look forward to filling leadership posts up to and including the superintendency with persons from our own staff.

We do not pay our apprentices extra salary. We feel they should accept what risk is entailed and that they must expect to do a great deal of extra work. Nor do we make any commitments. Guidance and supervision are provided, of course. But a teacher does not automatically become an administrator for having been in the program. Thus far all have made the grade and have fulfilled the high hopes

we had for them.

The assignments vary with the needs of the system and the appointee. Common to all, however, are work in curriculum improvement, administration, supervision, guidance, and community and personnel relations. Apart from the regularly established training, each also is given many special assignments, ranging from the

planning of orientation programs for new teachers to preparation of school television

One young man, a high school teacher of great promise, was assigned to teach in an elementary school so he could become acquainted with elementary children and elementary teaching procedures. During his training period he was named to many school committees and assumed active participation in a wide variety of com-munity activities. We strongly encourage our apprentices to take part in community affairs. Following his apprenticeship training, he was appointed principal of one of our elementary schools, and has done so well that we have selected him for further training — this time for leadership of a junior high school.

Exploration and Training

We feel that the program must provide exploratory experiences for the teacher as well as a training ground to serve the needs of the administration.

One appointee was a most promising young woman, who having spent two years in the program decided that she did not want to become a principal. She preferred, instead, to remain in classroom work. This too, was fulfilling one of the aims of our

program.

Another person, whom we look upon as truly a master teacher in the primary grades, cannot qualify for the principal's certificate. We are recognizing her as an outstanding instructor and are using her classroom as a "laboratory" for the training of new primary teachers who come to us without experience. In addition to the teachers assigned to her, a principalship apprentice is serving as assistant instructor. Singly, the teacher trainees come to the classroom of this master teacher, observe and work with her to learn her methods. The principalship apprentice takes over the classroom of each teacher released for this study and training. Next, the master teacher will go into the classrooms of the new teachers to observe and, if necessary, to provide further help. We believe this procedure, new this year, holds great promise in our continuing efforts to build a truly fine corps of teachers.

We have committed ourselves to the point of view that we should have someone ready to fill any vacancy which occurs in our system. Of course, we hope to be constantly on the alert for outstanding talent wherever it may be found - whether within or without the system. We see no reason, however, to choose someone from the outside merely for the sake of "bringing in new blood."

Visits to Other Systems

We want our people to get out and visit other school systems - in some instances to work for a time in another sys-

(Concluded on page 99)

Five Basic Questions in Appraisal By School Boards Donald H. Hughes*

While the choice of an administrator or executive may possibly be the single outstanding responsibility of the board, it is by no means the only necessary appraisal activity for which board members are responsible. Nor are all requirements met even when that choice is coupled only with appraisal of the superintendent's work through his reports to the board. The truly good and capable superintendent would not want it to be enough, just as the good and capable board member would not be satisfied to let his activity and responsibility end there. It is considered to be a sound point of view that the board should rely strongly upon the superintendent as its executive officer to supply and interpret information concerning the school system over which it has jurisdiction, but if this means that any investigation, observation, or inspection initiated by the board is looked upon as meddling. then the soundness of the point of view is questionable. The members of the board are charged with a certain responsibility for which they must be held accountable, and it is not the prerogative of the superintendent to determine the scope or limitations of activities carried on by these elected representatives of

Board Activity Welcomed

Fortunately, it is not usually necessary to fear that appraisal by the members of the school board is going to be discouraged. On the contrary, the alert and capable administrator welcomes and encourages all of this sort of activity that the board can find time to undertake. Usually the administrator finds it necessary to "prod" board members to undertake any of this sort of activity. Therefore, this article will analyze the subject of appraisal by the members of the school board and point out some of the ways in which appraisal can be carried on.

A discussion of this subject must answer five basic questions. (1) Why is appraisal by the board of education necessary? (2) What should be appraised by the board of education? (3) What should be the criteria for appraisal? (4) How should this appraisal be accomplished? (5) When should appraisal by the board take place?

Why Is Appraisal Necessary?

It is the responsibility of members of the board of education as citizens in a democracy

to undertake the appraisal of the educational systems preparing the children of the nation to take their rightful places in our democratic society. As citizens, board members are charged with the responsibility of doing their utmost to promote progress in American public education. It is also their obligation to devote themselves to the prevention of discrimination of any sort in the schools. Because education constitutes a major bulwark of democracy, board members are obligated, in so far as they are able, to protect and improve teaching as a profession. In so doing they must thwart every attempt at witch hunting. They also should encourage teachers in professional growth by reward and commendation, both in a verbal and in a tangible way.

The members of the board are obligated to appraise the educational system under their jurisdiction by virtue of the position they hold as elected representatives of the people. It is their duty to see that the children are receiving the best education possible in terms of: (a) the resources available, (b) the needs of the children, (c) the needs of society and the community. The board members are also charged with seeing that available resources are not wasted. As elected state officers, the members of a board of education are held legally responsible for a certain minimum measure of appraisal of the employees of the school system, but this is indeed small in comparison with the amount of responsibility falling upon them through the trust placed in them as elected representatives of the people.

Besides their responsibilities as citizens and as elected representatives, board members are obligated to carry on appraisal in order to bring respect, honor, and confidence to the office which they hold. They are further charged with building a reputation for the school and the community that will attract high grade teachers and administrators to their school system. Nothing is more difficult for a community to overcome than a reputation for being a difficult place in which to teach or run a school system: teachers and administrators soon come to mark such communities carefully as places to be avoided.

What Should Be Appraised?

There are four main areas of appraisal with which the board should be concerned. The first of these is the area of self-appraisal. Not only should the board appraise the policies and objectives which it has established, but also the effectiveness with which it operates. The policies and objectives themselves should be

appraised in terms of not only how good they are, but also how well they are being carried out. In appraising their own effectiveness, board members should consider how well they know their business and how well they conduct their activities.

The second area of appraisal, and perhaps the most significant from the standpoint of practicality, is the appraisal of the effectiveness of the superintendent. As their executive, the superintendent is the outward indication of what board members are doing in filling their offices. It is to the advantage of the board members to know just how the administrator is representing them.

The third area of appraisal by the board is that of community and societal needs. Board members must understand what these needs are, how they are being met in the schools, and how the community in turn is reacting to ministration to them. Perhaps too little attention is given to the fact that basically the needs of the community and society are also the needs of the children. While it is true that many of the needs of children are individual in nature, board members are quite naturally disposed to think of generalized child needs. To appraise how individual needs are being served, the board must necessarily turn to appraisal of teachers and how they in turn are appraising children's needs.

The final area of appraisal for board members is the area of comparison—comparison with other systems in particular and with public education throughout the country in a general way. This measure is necessary to avoid self-complacency. No school system is so perfect that it is beyond improvement.

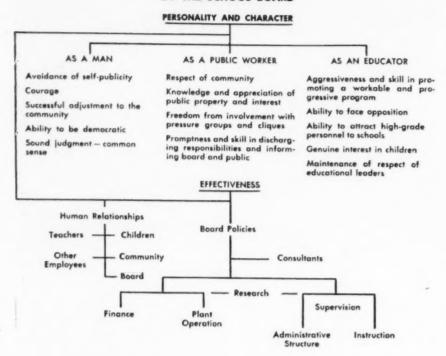
What Should Be the Criteria?

The following criteria are suggested for board members as usable in the area of self-appraisal: (1) Do we profit by mistakes? (2) Do we settle things? (3) Are we open to suggestion? (4) Are we mere watchdogs of public funds? (5) Can we delegate authority? (6) Do we plan in long-range as well as short-range terms? (7) Do we allow ourselves to be "run"? (8) Are we properly reflecting the attitudes of those by whom we were elected? (9) What kind of a meeting do we carry on? (10) Do we like and feel honored by the office of board member?

Effectiveness of the executive. As criteria for appraisal of the effectiveness of the super-intendent the following questions are proposed: (1) How do teachers feel about him? Do they regard him as a tyrant? Do they

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GUIDE FOR APPRAISAL OF THE EXECUTIVE BY THE SCHOOL BOARD



regard him as too easygoing? Is he impartial or does he show favoritism? (2) How do the children feel about him? Being more or less removed from close contact with the children, the superintendent often loses some of the understanding of children he had as a teacher. Is his influence and understanding felt by the children? Does he have the sort of a manner that would encourage the confidence of children? (3) Can he accept responsibility? (4) Can he delegate responsibility and authority? (5) Can he give and take criticism in a reasonably graceful manner? In other words, does he resent things that are said or done by the board and does he cause resentment by the things he says and does? (6) Does he know when to compromise? (7) How does he regard the community and how does he fit into community life? (8) Does he have respect for a public dollar? (9) Does he run the school smoothly as far as details are concerned or is he the sort that always is confronted with "emergencies"? (10) What about his personal qualities as a man?

Above is a diagrammatic check list designed to aid school board members in their appraisal of their executive. It can serve as a rule-of-thumb instrument.

It is somewhat difficult to set up specific standards for appraising community and societal needs and therefore the criteria must be formulated in a rather general way. Three fundamental questions must be asked: (1) Are the children being prepared to take respected places in our society and community? (2) What are the occupational needs and opportunities of the children both in our community

and in society as a whole and how well does the school system over which we have jurisdiction meet the needs? (3) What are the civic and social needs of our community and society and how does the school meet them?

The best criterion in the area of appraisal of comparison lies in the question, "How well are we doing with what is available to us?" But, of course, it is not possible to answer this question very well until various measures of comparison are established. Comparison, therefore, needs to be made with: (1) nearby systems, (2) systems of comparable size and resources, (3) systems of other size and resources, (4) systems within the state, (5) systems within the region, and (6) systems throughout the nation. The criteria for appraisal outlined in the preceding three areas should be used as the basis for comparison in each of the six types of systems. For instance, the question might be asked, "How adequately are our schools meeting the vocational needs of the children in comparison with another system?" Each question constituting a criterion can thus be applied.

How Should Appraisal Take Place?

One of the outstanding difficulties involved in appraisal by boards of education concerns the techniques and methods of appraisal that should be used. It is well enough to indicate why appraisal ought to be undertaken, to designate the areas in which it ought to be done, and to suggest some criteria for appraisal. With only this to go on, however, the typical school board member finds himself at a loss as how to proceed with the activity of

appraisal. Therefore, an explanation will be given of some of the best known and most useful techniques and methods for carrying out this function.

In self-appraisal there are several things that can be done. Several state school board associations publish school board manuals which serve as valuable guides for all of the activities and functions of the school board. Members may utilize these manuals to check their own accomplishments and effectiveness. In this same general category can be included professional reading. Besides the journals which are published several times a year, the yearbook of the American Association of School Administrators is an excellent source for this sort of reading. The language used is interesting and nontechnical.

Another technique useful in self-appraisal is to encourage the superintendent to speak frankly in board meetings. His experience as a school administrator should fit him to make comparisons with other situations in which he has been involved and to offer constructive criticism as the professional expert in the group.

One good technique of self-appraisal which might easily be overlooked is the keeping of good continuous minutes and records and examining them at times. Usually good records and minutes are indicative of good work.

An Observer at Board Meetings

A technique advocated by leaders in the field of group dynamics can be successfully used in appraisal of school board meetings. The technique to which reference is here made is that of having a qualified expert observer note the processes operating in the group at the board meetings.

Finally, one method of self-appraisal certainly which should not be overlooked is that of reflection. A certain amount of reflection on the part of every board member is bound to take place. A board member, however, ought to make it a point to avail himself of enough time within a few days after a meeting to consider carefully what took place at that meeting. Likewise he should make it a point to study the total program of the board occasionally.

There is some controversy over the methods that should be used in appraising the effectiveness of the administrator. Certainly board members should feel free to do more than just rely upon the reports of the superintendent One technique of appraisal which surely merits consideration is that of personal inspection and observation. By actually going into the schools and noticing what takes place, board members can form some opinions as to the effectiveness of the administrator in terms of the listed criteria. Board members in large systems cannot be expected to inspect and observe in detail. This is properly the work of the superintendent. On the other hand, without periodic observation on their part, board members will have no firsthand knowledge of actual conditions in the school.

The administrator ought to welcome the use

of a consultant by the board. Usually the superintendent will initiate the action required to obtain the services of a consultant. However, it should not be considered unethical for the board to take the initiative. The use of consultants is a very effective means of educational appraisal and certainly offers possibilities in the area under consideration here, namely, appraisal by the board of education.

Meeting With Teachers

With the emphasis upon democracy in all phases of public education there seems to be room for a method of appraisal which is not frequently used, meeting with teachers. Probably this technique needs to be used sparingly because of the unwieldiness of large groups in transacting the type of business with which school boards are concerned. Still it is a technique which merits consideration and further exploration. Usually a good administrator handles appraisal of and by teachers so as to relieve the board members of this duty. However, it is questioned as to whether this policy is altogether desirable. Every board member should decide for himself whether his knowledge of the school system requires closer acquaintance with the teachers

Another method of appraising the effectiveness of the executive, a method which should be handled carefully, is the sampling of community opinion. Board members must be certain that the sample of community opinion which reaches them is a truly representative sample. In case of emergency or strong controversy, if public opinion concerning the executive is to be polled, a qualified person should be engaged for the job.

For the appraisal of community and societal needs, surveys serve a useful purpose. Most of the surveys of this sort ought to be carried out by the administrator and his staff. but occasionally the services of an expert are warranted. Similarly, the inspection of facilities and curriculum ought to be carried out for the most part by the administrator and the board members, but periodically consultants should be called in. School boards should hold public meetings most of the time. This practice certainly gives the people of the community an opportunity to express their needs. Holding public meetings at least part of the time is one method of community appraisal that should not be overlooked.

Local Groups Help

A definite link between the school and the community is the P.T.A. or comparable organization. Board members should welcome the suggestions of such a group whose main purpose is the improvement of the schools. The opinions and suggestions of the various civic and service organizations ought also to be sought.

There are three general ways in which appraisal through comparison with other systems and public education in general throughout the country can be carried on. One method is simply to go to other schools and observe how they are operated. For the most part,

school administrators welcome these visits by board members from other communities and are quite helpful in making the visits successful. Another method is attendance at conventions. Teachers and administrators have long realized the benefits to be derived from the interchange of ideas at these gatherings and it appears that board members also are now coming to see that similar benefits lie in store for them. The other way in which appraisal can be made through comparison is in the reading of professional literature. Here mention can be made of the several journals designed particularly for administrators and board members and the research and instructional journals.

When Should Appraisal Take Place?

Professional reading, the keeping of continuous records and minutes, reflection, and visitation of other systems should take place at every opportunity. Some of the other activities should be carried on less frequently. Only occasionally should an expert observer be required to note the group processes at work in meetings. Likewise consultants and experts of various kinds should be used only occasionally. Usually consultants should be called only when requested by the executive. However, this should be done about every three to five years in most communities and school systems. The reports from the executive should be expected at each meeting. Naturally, different problems have to be dealt with at the various meetings, but a continuous report of the status of the schools should be maintained. Board members ought to endeavor to attend some sort of convention every year or two, and those members serving for more than one or two terms ought to attempt to attend some large area convention while holding office.

There is considerable difference of opinion as to when and how often the plant, facilities, and curriculum should be inspected. Board members ought to go through at least parts of the school plant not less than twice a year. During at least one of these visits school should be in session. Not being experts in curriculum, board members should not be expected to make any extensive inspection of the curriculum. The board, however, ought to ask the administrator to explain and justify the curriculum every two or three years.

These five basic questions of appraisal by school board members are offered as stimulation for improving the appraisal activities that involve more than just the selection of an administrator. The acceptance of any public office entails responsibilities which cannot be avoided. The board member has the responsibility of providing the best possible educational opportunities for the children of the community in keeping with their needs and with the available resources. Without active appraisal by the members of the board of education there can be no justified assurance that these opportunities are being provided.



AN ACTIVE BOARD OF EDUCATION

The Board of Education of Beecher, Illinois, in Session

The board of education of Community Unit School Dist. 200-U, formed in 1948 at Beecher, Illinois, has been engaged in an expansion of the schools.

The board has just completed building an upper six-grade school building which will house a four-year high school and a two-year junior high school. The building, located on a 22-acre site which is laid out for recreational purposes, will be enlarged as the needs develop.

The members of the board, left to right, are: Henry Scheiwe; Raymond Wassmann; Walter Schmitt; John Weber; Carl Peterson, president; Arnold Brands, secretary; John French, superintendent; Wilmer Selk.

Devices for Teaching Children at Home

Donald H. Peckenpaugh*

Relatively new to education is the idea that the school is obliged to help children learn even when they are unable to attend regular classes. Teachers have regularly sent work home to ill pupils and for forty years planned programs of home tutoring have been used with a tutor visiting for a few hours a week.

Recently, a few school systems have augmented their services with radio, telephone, and television devices. The advantages are obvious. The amount of time which tutors can spend with students is limited, and between visits there are many hours of loneliness. By using electronic equipment for a hookup with the classroom, or for special educational programs, and by guiding the students toward selectivity with respect to commercial radio and television programs, the schools broaden the educational experiences of the pupils. In most cases, the device is considered as a supplement to tutoring, rather than a substitute for it.

Telephone Used Most

The most popular device used for home teaching is the telephone. This device is more than a telephone instrument, for it features an adaptation of a business intercommunication system. A two-way telephone system is provided between the classroom and the child. The home unit consists of an amplifier, a speaker, and a microphone; the classroom hookup includes a speaker, microphone, central switching point, and amplifiers. Telephone

*Child Welfare Consultant, Gary, Ind., Public Schools.

service is fairly expensive. Estimates differ, but they average about \$20 per instrument per month, plus the cost of installation.

per month, plus the cost of installation.

Except for the radio equipment which forms part of the other devices, radio is not used for instruction by class-home hookup. Home-bound students, however, have had the advantage of the general educational programs, and recorded lessons have been attempted with success. An involved organization and considerable outlay of money is necessary for a school system to engage in radio broadcasting. If it is available, the wise tutor arranges for her pupils to benefit from the regular classroom broadcasts, and also helps the pupils select worth-while commercial programs. FM receivers are most suitable because much educational work is channeled on FM stations.

Television may become the living blackboard for home-bound students. Its potentialities may force other devices to lose ground and allow it to become the principal tutoring device. A setup combining a conventional television set with a private telephone line has been tried. It boasts the features of the telephone hookup with the advantage of added visual aid. Mechanical difficulties make the device impractical at present, but technological advances may extend its usefulness in the not too distant future. Of course, we may expect educational television stations to appear here and there. At present, however, the other major contribution of television to home education consists in the programs of educational value offered. With the large number of sets

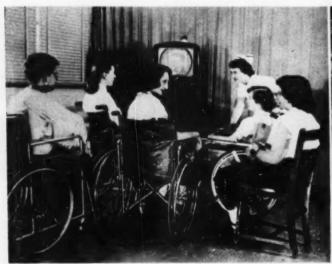
available, and with the entrance of educational organizations into broadcasting, more programs for the home-bound child may be expected. Careful guidance of the pupils' viewing habits by the tutor is essential.

Recordings are closely allied to the other devices mentioned because they also are a means of bringing voices and music to the child, and they can be used to create interest, hold attention, and insure accomplishment. Some tutors record special lessons and programs for their pupils. These, as well as filmstrips, movies, and slides help to make the work at home as much as possible like that of regular classes.

Advantages and Disadvantages

Advantages as well as disadvantages have been reported by those who have used the class-home hookups. Some tension is developed in the schoolroom when these devices are in use. The atmosphere becomes more formal and the children must become abnormally quiet and strain to hear the child at home. Teaching plans become less flexible, for the teacher has unusual circumstances to contend with. She must present her material differently for the child at home so that the situation often is like teaching two classes at once.

For the child at home there are also some tensions. Most of these derive from straining to hear, anticipating being called on, and trying to understand without the benefit of all the clues available in the classroom. The major advantage for the child at home is the stimu-



(Courtesy WPIX, New York, N. Y.)



(Courtesy The National Foundation for Infantile Paralysis, Inc.

Left: Children who are able to come to school for a part of the day are given special care in separate rooms fitted with such devices as TV receivers, etc. Right: Even children confined to an iron lung can be given special instruction.

lation of his limited social life and the opportunity for group participation. The children at school are helped in their consideration of others through this set of experiences.

Tutoring by special devices is best suited for certain subjects and certain types of students. Slow-learning children find it more difficult to master material with fewer clues and with less individual help. It is understandable that these devices are more successful with students of greater mental ability, just as they prove more effective with responsive and eager participants, as compared to timid, quiet, or shy children. However, in some cases, the extroverted child demands an unreasonable portion of the class time.

Understandably, the subject matter of the higher grades is more suited for this type of instruction than that of the lower grades. For the same reason, those subjects which are taught chiefly by lecture and discussion can be more easily presented than those which require demonstration or close supervision.

Individual Tutoring Still Best

Technical problems which arise are trying. Most schools are not set up to control extraneous noise, and crowded classrooms do little for a "good production" at the other end. The "bugs" seem to make classroom hookups impractical, for which reason commercial broadcasts and educational FM hold the most promise. Considering the nature of learning, we know that these devices must serve as aids and supplements rather than a replacement for individual tutoring.

During 1952, the writer conducted a survey to discover how widely the home teaching devices were being used. Eighty-seven per cent of the public school systems of cities which have over fifty thousand population participated. These two hundred thirty-two systems



(Courtesv American Telephone & Telegraph Co.)

School-to-home telephone service helps this child keep up with classwork.

were questioned concerning the present and future uses of radio, television, and telephone devices. Of the systems which offer tutoring, the results presented in Table I were summarized. (These figures are based on those who participated in the survey, and those who answered these questions. They are not the per cent of the total systems in the United States.)

TABLE I. Cities Using Tutoring Devices

Type of	Total	Number	Per Cent
Service	Answering	Using	Using
Radio	152	8	5 per cent
Television	152	5	3 per cent
Telephone	161	22	14 per cent

In Table I, the cities using radio at present are scattered throughout the country, and include the various size cities in equal amount. It seems that radio services are equally accessible to all. The cities which now use television, except for one small municipality that uses the New York City programs, are all very large. Obviously, television facilities are available only to the very largest cities, and those which use their facilities. As shown in Table I, the telephone is the most popular tutoring device. The incidence of its use is proportionate to the population of the part of the county and the size of the city with the north, east, and west leading.

TABLE II. Cities Considering Using Tutoring Devices Type of Service Total Number Per Cent Answering Considering Considering 5 per cent Radio 146 Television 5 per cent 156 37 24 per cent Telephone

Figures for cities considering use of tutoring devices are presented in Table II. It should be noted that cities considering tutoring devices do not necessarily intend to procure them nor are prepared to use them. Examination showed that the use of radio and television was contemplated more by the large cities.

The writer suggests that the problem of effective use of the above-mentioned devices resolves itself into guidance of the pupils' selection of commercial programs. At present, prohibitive costs and the need for special facilities allow only the largest cities to use them. As improvements are made wider service will be possible. If and when this occurs, the use of these facilities for the student at home should be remembered.



(Courtesy American Telephone & Telegraph Co.)

The classroom telephone unit picks up all that goes on in the classroom: the teacher's words, the students' responses, even the rustle of papers and the squeak of the chalk on the blackboard. The shut-in child thus shares to the fullest in the activities of the unseen class.

Six Principles for Administrative Success

E. J. Reynolds *

Each year a large number of school administrators are asked to resign. That is the polite way by which they are fired. Why are they not retained? There are doubtless many causes for this annual leave taking, but basically these men are asked to vacate because they either do not understand or have violated certain fundamental principles of school administration.

These principles are just as applicable to the administrator of the small school as of the large one. In fact, every classroom teacher would do well to know that these principles not only apply to her principal, supervisor, or superintendent, but that they also apply to herself. In the final analysis, those who have not learned these principles, or who fail to apply them, will be the ones who will soon be leaving.

Six Principles Offered

Each administrator must learn these six principles. Of much greater importance, he must diligently put each of them into daily practice. He must:

 Know the objectives of education — and how to attain them.

2. Know how to carry responsibility — and how to delegate it.

3. Know how to think — and how to find time to do it.

4. Know how to deal with people — and how to follow as well as lead.

5. Know how to stay healthy, physically and mentally — and how to keep others healthy.

6. Know how to do his job — and how to make progress.

These six basic principles may sound incomplete or inadequate, but the successful administrators are the ones who have learned to use them. The chances of long tenure, promotion, advancement, and success are enhanced for the school administrator or the teacher who examines himself and then does something about it.

Know the objectives of education - and how to attain them. A number of excellent studies have been made of the aims, poses, or objectives of education. All of these pronouncements are directed toward the maximum growth and the moral, intellectual, and vocational development of each pupil. The attainment of these objectives is the business of the whole school, but the organization is the major responsibility of the school administrator. Unless he knows how to meet the needs of his community - and meets them - he will soon find it necessary to change his professional address. The successful administrator, with the help of his staff and educational consultants, will take steps similar to the following:

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1. Make surveys of: (a) life needs of the community; (b) pupil status; (c) teacher preparation, experience, and ability; (d) present program of education; (e) school plant, equipment, curricular aids, and materials.

2. Determine specific needs — plant, staff, finance, etc.

Plan a program of public relations to help bring needed changes.

4. Plan an in-service program for professional and nonprofessional staff.

5. Secure needed materials to implement the program.

Evaluate the outcomes of the reorganized program.

If the administrator will do these things, he will bring about an efficient and effective program of education and will establish himself as a capable school administrator.

Sharing Responsibility

Know how to carry responsibility - and how to delegate it. The degree to which the school administrator can carry his responsibility establishes his professional ceiling. He is the one person who must follow his own judgment, determine his own procedures, establish his own working hours, and accept full responsibility for the results. He must decide what is to be done and who is to do it. This makes it mandatory that the administrator delegate responsibility for many things. No one in a position as demanding as that of the school administrator can personally look after all the many details — although some men do try. Expensive time spent on details is poor economy and will soon cost the administrator his efficiency and then his position. His job is an executive one, not a clerical one. Less expensive help can and should carry many delegated responsibilities.

Know how to think - and how to find time to do it. The school administrator must base his acts upon a wide range of information. He must be able to accept or reject this information on the basis of training, experience, and judgment. He must know when his decisions must be made hurriedly, when they should be deliberate, and when no decisions are necessary. The last mentioned will safely solve themselves in a brief time. Problems in educational administration are frequently difficult and necessitate careful thought. They require time that must not be given to petty matters, irrelevant details, or tasks that may delegated. The successful administrator will not always make the right decision, but if he knows how to think and how to find time to do it, he will likely have a satisfactory batting average.

The Magic Touch

Know how to deal with people—and how to follow as well as lead. Unless the school administrator is adept in his relation-

ship with others, he is doomed to failure. To understand others requires first that one understand himself. This is not an easy assignment. Unless one has a thorough knowledge of his official position, his personal strength and weaknesses, his duties and responsibilities, and the extent of his authority, he will be unable to either give or take guidance. His attitude toward board members, assistants, and all others with whom he is associated will influence his work. Unless he is considerate of others, sympathetic and understanding of their problems, interested in their accomplishments. and appreciative of their loyalty and co-operation, he will not measure up as a school administrator. A realization that the successes and failures of colleagues is partially due to his efforts should make the administrator willing and anxious to render every possible assistance to others. A recognition of human values and the practice of good human relationships will do much to pave a smooth path and lead to successful tenure.

Know how to stay healthy, physically and mentally - and how to keep others healthy. Just as it is a prime responsibility of the teacher to protect the health and safety of her pupils, so it is the responsibility of the school administrator to protect the health of himself and others. Success is so vitally affected by health that it cannot safely be ignored. Many school administrators have mis-takenly tried to drive themselves beyond human endurance and discovered too late that it brought only grief and suffering. Physical and emotional strain lead to inability to do required work. Success cannot be achieved through overwork. It is one thing to take a job seriously and quite another to take oneself seriously — or perhaps not seriously enough. The school administrator who excludes family and social life or who fails to relax and give a just portion of his time to recreation, will soon find the price he is paying is too great and that his personal efficiency is rapidly declining. One cannot "live his work" twenty-four hours each day and "live to work." A checkup of the job and of himself is mandatory when one finds that physical and nervous energy is being expended too rapidly. The successful administrator is able to carry his load and to share it with others.

Keeping the Machinery Running

Know how to do the job—and how to make progress. Professional training and experience must be geared to a program of action if a smooth functioning and efficient school organization is to result. A knowledge of school finance, school law, techniques of supervision, and other professional subjects is only a means to an end. Unless there is concrete evidence that the total school program is effectively achieving the purposes of education, the school

(Concluded on page 99)

The Preplanning Survey: A NEW APPROACH TO SCHOOL DESIGN

Roland W. Sellew and Carleton B. Ryder*

In the initial phases of planning a modern secondary school, the services of an adviser or consultant frequently are employed. The title of Educational Consultant has come to be generally definitive of specialists rendering such services, which have an increasingly important function. Unfortunately, however, the reports of consultants, intended to be a guide both to the school administrator in the formulation of his contribution to the planning and to the architect in carrying out his functions, frequently leave a good deal to be desired. The first purpose, that of expert advice to the local school authorities, is usually accomplished by the consultant in a most helpful manner. All too often. however, these reports and surveys are phrased in ambiguous language so as to be of little assistance to the architect.

Development of Technique

The coauthors of this series of articles have had experience in working from and with such reports and, in recent years, in the preparation of such surveys. For nearly thirty years Mr. Sellew has specialized in the school planning field and well over one hundred educational buildings have been erected from his plans. In addition, he has completed most of the requirements for a master's degree in education and has taught for several years in mathematics and the sciences. Mr. Ryder has been associated in this work for the past seven years and is responsible for the development of a new approach to the subject of preplanning surveys. Prior to his entry into this field, Mr. Ryder had extensive experience in industrial and architectural design, in the preparation of preplanning layouts for many types of buildings, and in other types of related work. Through these combined resources, a factual and definitive preplanning technique has been developed. The resulting report and analysis of the desired and essential features to be included in a modern secondary school plant is, as will be seen from subsequent portions of these articles, of immediate and concrete assistance to the architect. This form of survey is devoid of pedantry and confines itself to the efficient solution of the problem at hand; namely, the creation of a modern school building, fitted to the needs of

the educational program which it is intended to house. Where the provisions of state laws are involved, particularly such as relate to state grants or other financial aid to capital outlay of a school, due consideration is given to them in the details of the survey findings.

Whenever the services of a preplanning consultant are to be engaged, he should be retained at the earliest possible time. This principle applies equally well to the selection of the architect, since both the consultant and the architect can and should be of assistance, and their tasks are simplified by a familiarity with the over-all problem from its inception. This series of articles will not be confined to the description of the elements of a preplanning survey alone, but will endeavor to trace all of the major steps in a secondary school building program. Before a discussion of the details of this particular survey technique, the following principal phases and aspects of high school planning will be considered.

Basic Factors

The need for a new secondary school, barring just replacement of an obsolete building, generally derives from an increased or an anticipated increase in school enrollment. Sometimes, however, the need for enriched curricula also is a factor. Consequently, the first item in what will be termed "basic data" is that of the student load, which must be projected as far as practicable into the future as available statistics will allow. The enrollment, both present and projected, is thus the first item to be considered. Next will logically come the matter of school organization - whether this is to be 8-4, 6-6, 6-3-3, or some other grouping. This problem involves some long-range thinking as to whether the organizational plan presently in effect is likely to be changed during the early life of the proposed structure. For example, in the near future, a six-year high school will be needed. At the same time, it may be readily apparent that within a comparatively few years, the proposed building will have to be used as a senior high school with a demand at that time for one or more strategically located junior high schools. It can be seen, therefore, that future needs may vitally affect actual planning, if costly remodeling is to be avoided. A third basic element is the equipment to

be included in the building immediately after construction as well as implementation of the curricula in the forseeable future. By and large, the structure should be planned to provide the greatest flexibility feasible and with the minimum of structural changes.

How Factors Affect Planning

The fourth basic factor is the geographic distribution of the student body. Statistics must be developed indicating present distribution of the student body, modified by trends shown in several preceding years, and then projected as accurately as possible into the years to come. Each of these four basic elements will be discussed in relation to their effect upon the preplanning and ultimate final planning of the school. All of them must be considered carefully and their combined implications must be set forth precisely and clearly for the guidance of the architect to enable him to carry out his work most intelligently. Abstractions and generalities will not suffice: conclusions must take the form of a definite estimate of requirements, presented in clear and untechnical language. When adequate consideration has been given to the first and last of the basic elements mentioned above, a goodly part of the groundwork for site selection will have been accomplished. In any event, the theoretically ideal location can be rather well pinpointed on a map of the area or community to be served. Unfortunately, in but a few actual cases, site selection and acquisition is not quite that simple. When the problem of site is discussed, we will examine other factors affecting the final choice, including of course, availability and cost. Other features, such as access, size, topography, drainage, soil characteristics, and the proximity of public utilities will be elaborated upon.

Selecting the Architect

At this point it may be appropriate to urge that the architect be selected, whenever possible, before a final decision on the site is made. He and his engineering staff, or engineering talent employed by him, will be able to contribute to the evaluation of the physical characteristics of the land, in so far as they will influence building design and costs. Also, the consultant who is to prepare the preplanning survey should, in any event, have been called in

^{*}Educational Planning Consultants, Deep River, Conn.

long before a final commitment has been made as to site.

Consulting the Community

Too often, high school planning and construction is initiated and completed with little or no benefit from the ideas and advice of the public at large. Properly encouraged, developed, and evaluated, many worth-while suggestions can be elicited. A competent consultant can be of real aid in this phase and several helpful suggestions will be offered. These will include a survey of local manufacturers, merchants, business and professional men, and other potential employers of high school graduates, to obtain their views on additions and changes necessary in the school curriculum. Further, an efficient school will reach beyond its immediate responsibilities to the students. The school of today -and this frequently applies to elementary schools also - is a civic and community center. Its full and efficient service as far as this function is concerned, will be either enhanced or nullified by the physical facilities designed and built into the plant and its surroundings. Local civic organizations and clubs, both of adult and younger age groups, can and should be heard from. A suggested and effective means of gathering, consolidating, and weighing these sometimes overlooked contributions will be described.

Two other fertile sources of preplanning are available: the teaching staff and the students. It is doubtful, to be sure, whether teachers are ever really overlooked. However, it frequently happens that the actual working drawings and specifications are well along toward completion before individual teachers and department heads are called in to review and comment on them. At this time the plans are pretty well "frozen" and the net result can only be a contribution to minor details. This is not a criticism, but merely a statement of fact. The teacher is not an architect and he or she may take for granted that the new school will have certain features that may not even be included in the plans. Sometimes teachers experience difficulty in getting their ideas "across" to the architect, with the result that they contribute less to the planning than should be the case. But a means can be devised to catalyze the detailed and specific suggestions of the faculty and department heads. One such suggested and effective method will be presented. The matter of student participation is a similar problem and will be touched upon. The principles of gathering data from these two sources are closely allied.

The Next Step

Having now gathered a considerable amount of data, the next step is consolidating and codifying it into language, schematic arrangement, and space-allocating plans which will be helpful to the architect. Included in this fund of data will be instances of seemingly or actually opposed lines of thought. All of this material must be pulled together and from it must be developed the conclusions of the preplanning report or survey. The administrative head of the local school system and his immediate staff must help in this task, but his work will be facilitated and his time conserved with the help of a preplanning consultant. The latter should be qualified in talking the "schoolman's language" and, at the same time, be able to develop a report that will be of service to the architect. The details of such a report will be described and actual examples given.

(To be continued)

Highland Park Meets -

Some Problems of a Superintendent and His Board Charles H. Wilson*

I have searched diligently among the books and periodicals for a few simple answers to some board problems which trouble me. Evidently these problems are unique to me. Nonetheless, they will be stated with suggestions for solution, in the hope that some research may presently show up which will shed a little light on an intelligent approach.

All Together Now!

First, what means have been devised to get board members to talk one at a time, that is, when there are three or more present. With some effort, a superintendent may be able to digest the pith of two persons speaking at the same time. Obviously, there are certain inherent dangers in this aural duality, such as when he is asked, "Do you want a vacation?" and "Is your salary satisfactory?" and the superintendent inadvertently answers "Yes" to both questions.

However, though a person may become tolerably adept at listening to two people at the same time, his mental processes will be jammed by the insertion of a third or fourth. A quite human reaction is to shout "Pipe

down!" One of the first principles of board relations that I learned, however, was that a superintendent does not carelessly toss around very many "Pipe downs" to a board. Aloud, that is.



Several elementary sorts of solutions have presented themselves. One could, one supposes, supply each member with adhesive tape, to be removed from the oral cavity only by permission of the board president. In defense of the board members, however, some cloture procedure would have to be imposed upon the superintendent.

Another thought has been assignment of speaking numbers. Although this has about it something of the aura of a barber shop, it nonetheless provides shyer board members with an opportunity for self-expression. But close examination of this system reveals potential hazards. While one member is speaking, time is afforded the remaining members an opportunity for calm reflection, which might possibly result in too many of the superintendent's recommendations being tabled for further study.

The tendency of all board members to speak at once is clearly understandable and deserves the sympathy of all sympathetic schoolmen. Meeting only at stated intervals, it is to be expected that members should want to have something to say about what the superintendent is saying every day of the week. Nonetheless, orderly and logical action would seem

^{*}Superintendent of Schools, Highland Park, III.

to dictate that something should be done about this problem, and it is suggested that this be the subject of research for some aspiring M. A. candidate in school administration.

How Hew to the Line

Next, and closely akin, the writer should like to share data with experienced practitioners on methods employed to keep board members discussing educational or related subjects. Up until the scheduled hour of the board meeting, there is nothing particularly harmful about an exchange of golf scores and innocuous anecdotes. The danger arises when members begin to confuse stock quotations with intelligence quotients, or the federal and school budgets. This tendency to mix club room and professional jargon must certainly have a deleterious effect upon educational policy.

If something is not done, we may shortly be speaking in terms of classroom par, academic bears and bulls, the Office of Grade Control, and curricular politics. Any day now, the board clerk may come up with the following recorded minute: "Moved by Mr. Phillips, seconded by Mrs. McCord, that due to the heavy influx of D.P.'s from foreign districts, that a Customs Detail herewith be established to screen all undesirable alien pupils for deportation to the neighboring community. Score: two hits, three errors. Motion smashed!"

This account is probably without foundation, but it is reported that one board installed a blinker light for the efficient conduct of meetings. When the light was green, nothing but matters of education could be discussed by any member under penalty of impeachment. Yellow was a signal to light up cigars, drink cokes, or do chin ups. Red signaled interruption of work to allow time for exchange of the monthly accumulation of puns and quips or a walk around the block.

Since no one has devised a means of breaking the insidious American habit of making a social gathering out of every business meeting, perhaps it is best to accept the inevitable and schedule all board meetings one hour earlier.

Selection of an Agenda

How does one go about determining what things should be taken to the board of education for discussion and decision, and which things should be handled by the superintendent himself? Most authorities seem to agree that the board is a policy making group, and the superintendent is employed to administer that policy. I have implemented this generalization with a rule-of-thumb judgment to take to the board any problem which gives indication of being too hot to handle myself. My problem, however, is to determine which actions will pass by with as little attention as turning the monthly calendar and which ones will burst into cyclonic notoriety.

For instance, a mother comes into the superintendent's office with a request to admit her precocious, underaged child into school. With the charms of a Hindoo swami, he convinces, or at least pacifies, his visitor with evidence of her good fortune in having a child among the oldest instead of the youngest of the group. This happens ten or twenty times, with ten or twenty parents, and all goes

quietly and well. Then the superintendent is suddenly confronted with a board query as to why he should have been such a woodenbrained knuckle head as to throw Mrs. Hopscotch unceremoniously out the office door.

Naturally, the superintendent at first confuses Mrs. Hopscotch with Mrs. Scetchbroth. who left under somewhat heated circumstances when he declined to receive with bubbling enthusiasm her proposal to conduct a school-wide contest to promote interest in National Butterfly Week. In view of Mrs. Scotchbroth's avid interest in butterflies and her apparent determination not to be thwarted by any insignificant superintendent, he takes care to include on the board's agenda a review of policy relative to contests. Much to his consternation, the board considers the contest issue well settled and is inclined to view the situation of insects generally as quite unworthy of its attention. On the other hand, there is a complete loss of memory about policy on admissions, and in addition to recommending a comprehensive study on the matter, there is an implied hint that perhaps the superintendent should develop a greater degree of

This selection of material for board review is no laughing matter. If one takes all matters that come across the superintendent's desk to the board of education, the board might well dispense with the superintendent, at considerable economy in school operation, and they themselves sit in continuous session. Sure enough, however, the item that the superintendent decides to handle himself is the very one that becomes controversial and arouses the suspicion of the board, because of his neglect in reporting, that the superintendent regards all board members as slightly more than necessary evils.

Several remedies for this situation have been tried, though none have met with any marked success. One system is to allow an indeterminate amount of time during each meeting for a report on sundry and inconsequential occurrences of the weeks past. The objection is that it tends to give credence to the widely lurking suspicion on the part of board members that the superintendent is a feather brain, who might better spend his time helping the custodians wash windows.

Another remedy is to list in one, two, three order every conceivable item of administration so that no possible subject could be overlooked. This, incidentally, has advantages distinct and apart from its intended purpose. By listing toward the beginning those items of a highly controversial and somewhat indefensible nature, the board is discouraged from undertaking too careful scrutiny in fear of prolong-



ing the meeting well beyond the following morning's breakfast hour

Also, it is possible to select agenda items on an eeny, meny, miney, mo basis. While this system is about as successful as any other, it is a poor example to set for those of the teaching staff who grade papers by throwing them on the stair steps.

Since this business of selection is a matter for experienced schoolmen, it can hardly be recommended for a thesis subject in school administration. It deserves the weightier consideration of a foundation grant or the concerted study of retired professors of school administration.

First Things First

My final problem, succinctly stated, is this: how to keep the board's collective eye on the doughnut and off of the hole. I'm only a mere slip of a boy forty years old, but it has been my observation that given two items of consideration, the purchase of a ten acre plot of ground or a new sliding board, it is the latter which gets the lion's share of discussion. Or take the matter of curriculum: an entirely new language arts program may be approved with only a nod and a grunt, whereas an entire session may be devoted to the adoption of a new spelling book.

Of course neither sliding boards nor spelling books ought to be in any way slighted. It is a little disturbing, however, to see any action of moment taken without proper and due consideration of all meritorious facets. "You've studied this, haven't you, Mr. Superintendent?" Or, "This meets with your approval, right?"

Now if you answer "No," that you haven't studied it thoroughly, then how do you meet the onslaught of uplifted eyebrows? On the other hand, to say "Yes" is to take upon your own shoulders responsibility out of all proportion to your comparative prestige and importance.

Again, no happy solution to this questionable state of affairs is easily offered. If the writer had a solution, either to this or any of the other problems herein stated, he should make application to the nearest university for a full professorship. Or better yet, run for senator. But as a more or less conscientious person, with a tendency to conduct office after retiring for the night, one can't help being impressed by the insoluable nature of these problems.

The doughnut vs. the hole issue arises to plague every superintendent somewhere in his career. Indeed, there are superintendents who become so fitfully engrossed in the atmospheric vacuity of the hole that they seldom if ever find occasion to chew upon the weightier meat of the doughnut. Sometimes superintendents are wont to become so involved in the purchase of graph paper and floor wax that they come to look upon education of children as the business of parents, police, and summer camp counselors. I personally know of no superintendents of this sort. These are only grapevine reports, which no doubt have been insidiously planted by certain subversive elements of our society.

Nay, all superintendents that I have known have partaken so generously of the doughnut that they have practically nothing left but the hole. That is to say, they have acquired a

(Concluded on page 99)

School Department Relationships

Irving E. Partridge, Jr. *

As the wheels of progress turn ever more rapidly, business, be it large or small, has come to the realization that good relations with the public at large - in other words its customers - are essential. Our complex mode of life makes more and more demands upon everyone who deals with the public. More and more large businesses and even many small firms have learned that it pays big dividends to engage a so-called public relations consultant or expert who has been schooled in the use of right as against wrong methods of "handling" its public.

There are certain stores, hotels, restaurants, and companies with whom we like to do business. Why? Because we, the customers or the public, if you please, are made to feel that we are important to the success of that particular store, hotel, restaurant, or company. Someone, somewhere, in those organizations has had the foresight to understand and to believe that far better and greater acceptance of that company's goods or services could be brought about by good public relations. We all like to do business with those in whom we have confidence and who treat us as we like to be treated.

Public Relations in Business

If it is essential to the success of a business venture to have good public relations, it is just as essential that there be good personal and personnel relations within the organization itself. Again, we know that more and more businesses are employing experts whose job it is to see that pleasant, satisfactory, and harmonious labor or personal relations with management exist.

Many times businesses encounter difficulties in attempting to create and maintain such a relationship. Cries of paternalism and even selfishness are raised - more through ignorance than by reason of fact. In other words, a working relationship based on simple confidence between men rather than any formal code of business ethics is the prerequisite to success in this field of basic human relationships and understanding between employer and employee.

Board and Teacher Relationships

Boards of education do not deal with the public by selling a tangible commodity which can be seen, measured, or weighed. But boards of education do deal with the most *Chairman of the Board of Education, Wethersfield,

precious commodity in our American way of life - namely, the children of America. The coming generation in communities throughout our country is entitled to the best teaching that can be obtained. The responsibility of the local board of education is to set the highest standards for its professional staff. But that alone is not enough. There must be a full, complete, and harmonious relationship between the board and its staff of teachers, if there are to be the maximum results in the way of community pride in and support of its schools

The board of education must never overlook or forget its obligations to its customers or its public, which in reality is the community itself. A good school system has the endorsement and confidence of its citizens. parent-teacher groups, and above all, the parents of the children. The teaching and supervisory staffs have a great deal to do with the proper public relations and the interpretation of board policies. However, using the same analogy as in business, it can be shown readily that good relations between the local board of education and its teachers will assure good public relations.

When the writer became a member of the Wethersfield school board, there was a strained and uneasy relationship between the board and our staff. The latter was hesitant in approaching the board or any of its members. An attorney had been engaged to represent the teachers in any and all dealings, whether it was the question of salaries, professional status, or other matters. Thus one might say that, although there was no open distrust. there certainly was no close or harmonious relationship

The First Step

Such a situation, in the light of what has been said above, does not breed confidence. Consequently, one of the first things we did was to take a realistic approach to the situation and perform a major operation. Our board authorized the chairman to appoint a liaison committee, consisting of three members of the board, charged with the responsibility of creating good personnel relations with our staff. The committee immediately went to work. It met with the officers of the Teachers' League and outlined several proposals for bringing about a better understanding and closer relationship all around. Shortly thereafter, the Teachers' League also appointed a similar liaison committee to repre-

sent it, and its attorney was no longer necessary.

The two liaison committees met for dinner a few days thereafter. Over a leisurely meal and in an unhurried atmosphere, we discussed our problems frankly and without reservations. The meeting resulted in a complete restoration of confidence. But that was only the initial step. More meetings were heldall of them dinner meetings similar to the first. Before many months had passed, it was evident that there was a completely changed attitude on the part of all concerned. As Benjamin Franklin is reported to have said, "I cannot dislike anyone that I really know."

When it came time to discuss salaries for the coming year, there was no hesitancy on the part of anyone - board member or teacher - to discuss what could and should be done. The teachers group was invited to a full meeting of the school board.

Committees Function Smoothly

And so it has been since that memorable date several years ago. Our two joint committees are functioning smoothly and most understandingly. What has been accomplished? Plenty! The morale of the entire Wethersfield School Department, from the board to the superintendent to the professional staff and all employees is "tops." The board holds a gettogether party with the teachers every September just after the opening of school. It is more like a reunion than anything else. New teachers are introduced and acquainted with the philosophy of the department. After a meal (you see we are strong for food), an entertainment or military whist follows. In the spring before school closes for the summer vacation we usually have another joint party.

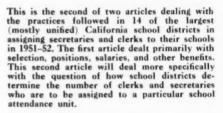
To show how pleasant and cordial are the relationships today, the Teachers' League invited the entire board and their wives to be its guests at its midwinter dinner meeting and entertainment. Good personal relations are evident on all sides. Teachers come to board meetings in the spirit of friendship rather than fear.

And what about the public relations angle? Needless to add, the attitude of the teachers and the staff has been reflected in a warm, friendly and happy atmosphere in our school family. We are justly proud of our professional, clerical, and custodial staffs. They are indeed real assets in our community life. That explains why our town is a good community from the standpoint of its public schools.



How Many School Secretaries Do We Need Here?

Rudolph S. Kupfer*



Basis of Allocation

It is admitted that direct comparison of data collected through questionnaires dealing with the basis of allocation of clerical personnel to schools is rather difficult: other related factors must be kept in mind simultaneously in order to obtain an even approximately accurate comparative picture. It is for this reason that in the preceding article the working conditions and qualifications of school clerks and secretaries were analyzed and compared. This article will present some of the high lights of various allocation methods in current use, followed by a discussion of other factors which tend to increase or decrease the amount of work that needs to be done by clerical employees.

Enrollment Decides

Generally speaking, student enrollment is the key factor for allocating clerical personnel to schools. Some school systems have standard allotments, somewhat like "package deals," for certain size ranges of schools. In determining the size of the student enrollment, the preceding year's figures are commonly used. While most districts do not allow current adjustments over the last year's enrollment, or are silent in the matter, three of the largest systems sometimes do make allowances for major shifts in population or the extra work involved in opening a new school. In addition, school districts may provide additional clerks to schools approaching the point where they would become eligible for added help; also in emergencies, for special projects, and in other unusual circumstances. The budget of the Los Angeles

city schools provided a number of positions for just such contingencies. Extra help may be assigned for 30–60 days, one semester, one year, or for an indefinite period of time. The compensation is ordinarily the same as for regular permanent personnel. Authorization usually has to be obtained from the division head, the business office, or the superintendent's office. Need for additional clerical service is reported to exist less frequently in the junior and senior high school than in the elementary school, probably due to more adequate staffing in the former and the greater population bulge in the latter.

Elementary Schools

On the elementary level, schools in which enrollment does not exceed either 700, 750, or 900 students, one clerk or secretary is generally assigned. Sometimes, with smaller enrollments, half or three-quarter time employees are used, but the practice of hiring lower-paid full-time personnel for the smaller elementary school is more common.

There are notable exceptions. One school system allows three clerks or secretaries when the enrollment exceeds 647 students and four clerks when enrollment exceeds 858. On the other hand, one district does not allow a second clerk until the enrollment goes beyond 1500. Almost all school systems have some standard allotment practice, which, in the simplest case, specifies merely "one clerk per elementary school," which with given small enrollment conditions presents no further problem, and in the more complicated cases results in some type of "assignment formula." Some examples are given below.

District A

1 clerk per elementary school (enrollment ranges from 275 to 700)

District B

1713	aret D
Enrollment	No. of Clerks
100- 400	1/2
401-850	1
851-1350	11/2
1351-1900	2



District C

	District C
Enrollment	Clerical Staff Quota
Under 300	1/2-time Secretary-Clerk
300-349	5/8-time Secretary-Clerk
350- 399	3/4-time Secretary-Clerk
400- 599	1 Secretary-Clerk
600- 699	1 Junior Secretary
700- 999	1 Junior Secretary 1/2-time Junior Clerk
Over 1000	1 Intermediate Secretary 1 Junior Clerk

District D

	District D
Enrollment	No. of Secretaries
Below 150	No secretary
150- 200	1/2 secretary
200- 450	1 secretary rating Sec. I
450- 750	1 secretary rating Sec. II
750-1000	1 secretary rating Sec. II 1/2 secretary rating Sec. I

District E

No. of Teachers	No. of Clerks
Up to 10	1/2
11 to 15	34
16 to 25	1
26 to 35	11/4

Junior High Schools

In junior high schools, standard allotments based on student enrollment are the most common practice, as in the elemen-tary schools. While some districts may assign a single clerk to a small junior high school, others assign at least 2 clerks or secretaries, and still others never assign less than 31/2 or 4 clerks according to some "package plan" which includes a standard allotment of secretaries and clerks with designated functions. Since there are frequently only one or two junior high schools in a system, even this plan is based essentially on enrollment. In most other cases, a fixed relationship between the number of clerks and the number of students is established. This practice is subject, however, to great variation. In different school districts an enrollment of 599 students, for example, may call for 11/2, 2, or 3 clerical employees; an enrollment of 999 may allow 2½, 3, 3½, or even 4 clerical workers. Some examples of the assignment formulas will be found on the next page.

^{*}Graduate Student, School of Education. University of California (Berkeley).

District F

		two junior high schools proximately same size)
	5	tandard Allotment
1	full-time	Secretary in each Jr. H.
1	full-time	Clerk for attendance recor

1	full-time	Secretary	in each]	r. H. S.
1	full-time	Clerk for	attendan	ce records
1	full-time	Secretary	for extra	activities
1	half-time	Library (Clerk	

Dis	trict G	
Enrollment	No. of Clerks	Enrollmen
100- 400	1	750-1000
401- 650	11/2	0
651- 950	2	Over 1000
951-1250	23/2	
1251-1550	3	

District H

Enrollment	No. 6	f Secretarie
Under 300		1
300- 425		11/2
425- 525		2
525- 765		3
765-1000		4
Over 1000		
(Determined	jointly by	principal an

superintendent)

District I

Enrollment	Clerical Staff Quota
Under 500	1 Junior Secretary
	1 Intermediate Clerk
500 999	1 Junior Secretary
	2 Intermediate Clerks
1000-1699	1 Intermediate Secretary
	1 Junior Financial Clerk
	1 Attendance Clerk
	1 Intermediate Clerk (Lib.)
Over 1700	1 Secretary
	1 Junior Financial Clerk
	1 Attendance Clerk
	2 Intermediate Clerks
	(one for Library)

Senior High Schools

On the senior high school level the picture is essentially the same as in the junior high schools, except that since in many districts only one high school is involved, it becomes even more difficult to speak of any definite assignment basis. Clerical workers have been assigned as needed, and the current assignment pattern has become "the basis." Six of the largest of the 16 school districts employ an established relationship between the number of students enrolled in a high school and the number of clerks assigned. Most of the others, with only a single high school, use a "package deal" clerical assignment plan or state that the superintendent or business manager determines clerical allotment with the advice of the principal. Typical assignment formulas follow.

District K

	Tabliff	**			
Enrollment		No.	of	Clerks	
100- 300			1		
301- 500			13	1/2	
501- 700			2	2	
701- 900			21	1/2	
901-1100			3	3	

District L

Enrollment

Under 1000

1000-2500

Over 2500

Enrollmen 1- 499

	Clerical Staff Quota
1	full-time Secretary
2	Clerks
1	full-time Secretary
4	Clerks
1	full-time Secretary
6	Clerks

District M

Clerical Staff Quota
1 12-month employee
1 School-Term Clerk
2 12-month employees
plus for every additional 500
and/or major fraction of 500
pupils add one more School
Term Clerk, plus, in any case,
1 Bookkeeper and
1 School Term Clerk for the
Vice-Principals

District N

nrollment	Clerical Staff Quota
1- 499	1 Junior Secretary
	1 Intermediate Clerk
500- 749	1 Junior Secretary
	2 Intermediate Clerks
750- 999	1 Intermediate Secretary
	1 Junior Financial Clerk
	1 Clerk (Attendance)
	1 Intermediate Clerk (Lib.)
1000-1249	1 Secretary
	1 Junior Financial Clerk
	1 Clerk (Attendance)
	2 Intermediate Clerks
	(one for Library)
1250-1499	1 Senior Secretary
	1 Financial Clerk
	2 Senior Clerks (one for Boys and one for Girls' attend ance)
	1 Intermediate Clerk (Lib.)
	1 Junior Clerk (PBX)
1500-2000	Add 1 Senior Credits Clerk (Registrar)
Over 2000	Add 1 Junior Secretary

Special Tasks

(to Vice-Principal)

Some variation in the number of clerical workers required is undoubtedly based on the nature of the duties performed. Most schools do not allow extra clerical help to schools operating a school cafeteria, regardless of whether all or only some of their schools operate them. This only means, however, in many instances, that provisions for keeping cafeteria records is already made in the clerical assignment formula. Where there is only one school involved, or either all of the schools or none maintain cafeterias, this question becomes meaningless.

On the elementary level, most replies agreed that administrative and other certificated personnel did very little or no clerical or secretarial work. This was essentially true also for the junior and senior high schools, except in some cases where it was reported that vice-principals, counselors, or teachers were doing some such work.* Programming of teachers and students and correcting of tests of various

types is not done by clerical personnel. Basic attendance records on the elementary level are kept by teachers in most cases but clerks may assist; the latter also prepare the monthly summary report. On the secondary levels, attendance record keeping is usually under the joint jurisdiction of counselors and attendance clerks.

In the elementary schools, only two districts reported that teachers do their duplication work without assistance. Four reported that their clerks took complete charge of these matters. The others disclosed that teachers do their own duplication work but they receive more or less help from the clerical staff, as their time permits. In the junior high schools, the situation is similar. In the senior high schools teachers prepare and produce their own duplicated materials only in unusual cases. Clerks or office practice (commercial) students do most of the duplication work which serves instructional purposes.

Recording Grades

In the elementary schools, teachers re-cord semester grades in most cases, but in some instances clerical personnel either takes over completely or assists in this task. On the junior high school level, recording of semester grades is about evenly divided among teachers alone, clerks alone, and teachers assisted by clerks. In the senior high schools the task is usually shared by teachers or counselors and clerks; in a few cases the clerks take over completely.

Only two school districts report that student activity fund records were kept in the central business office and only one maintains senior high school student activity records there. All others keep these records in the school to which they pertain.

On the junior high school level, relatively few students are employed to do clerical work for the school, however, all but one of the school districts report that students render some clerical service to the senior high schools. Such work is usually done for the experience it affords the students and school credit is given. In some instances the students are paid. The duties performed are mostly of a simple clerical nature, performed in the various administrative offices, the library, the cafeteria, at the switchboard, and so on. The extent of such help varies greatly from school to school, even within the same system. Frequently students in "office practice" classes perform numerous clerical tasks for the school in connection with their commercial program.

Conclusions

Formulas for allocation of secretarial and clerical personnel, when more than "It should be noted, however, that: (1) all replies were obtained from the central business offices of school districts, and (2) there is no general agreement as to what constitutes "clerical or secretarial work." Is correcting "objective-type" examinations, for example, or keeping records of attendance, a clerical or a teaching task?

(Concluded on page 99)

School Administration in Action

PLAN WITHDRAWN

Supt. Alexander Stoddard has withdrawn his plan for training 90 additional teachers for the Los Angeles schools, under a plan originated by himself and for which he obtained a grant of \$335,000 from the Ford Foundation. The plan had been accepted by the Los Angeles board of education earlier in the year but soon became the subject of a campaign of opposition led by the Los Angeles Herald and Express and supported by local groups who have fought various instructional projects, particularly UNESCO. The Los Angeles schools are confronted with growing shortages of teachers to instruct the 10,000 new pupils who are being admitted each year.

MODERNIZE ACCOUNTING

The New Orleans, La., public schools have completely mechanized the accounting system for recording the 15 million dollar annual receipts and expenditures. The revision of the system, which is the first in thirty years, was done by Chief Accountant Walter R. Lapatie, assisted by a certified public accountant, Dennis Barry, and directed by Harold T. Porter, school business manager. The new equipment has cost \$20,000.

NEW BUDGETING METHOD

The board of education of Fort Stockton, Tex., has utilized a new budget method, which worked out so well that the board members approved every item of the budget, prepared by Supt. J. G. Huckaby.

Under the plan, the president divided the board members into committees. Each committee had the responsibility of talking with the heads of the various departments and discussing the proposed budget with them. In each case, the heads of the departments were able to convince the board members on their particular needs. In fact, the board members were willing to go all out in meeting the needs of the various departments. The board raised some items on the superintendent's budget.

SUMMER WORKSHOPS FOR TEACHERS

The public schools of Norfolk, Va., annually each summer operate professional workshops for the in-service training of teachers and principals. These workshops, sponsored by the State University and the Virginia State College, offer graduate and undergraduate credit for work satisfactorily completed.

At the annual, 5-day administrators' conference, held in August, the principals, supervisors, and directors divided into four or five study groups to study major school problems of interest to the group. These groups will continue to meet on the first Wednesday morning of each month throughout the 1953–54 school year. They will study such aspects of the work as revising cumulative records and report on pupil progress, meeting reading problems, encouraging parent participation in the work of the schools, preparing a handbook for administrators, and investigating policies and practices governing homework of pupils.

"FAIRER" STATE AID ASKED IN OHIO

Backed by their boards of education, Ohio school administrators have waged a vigorous, but disheartening fight to get the legislature to distribute a "fairer" share of state funds to the public schools.

On June 28, the administrators, in an emergency meeting, protested a Senate bill which would, if it became law, lift state-wide school aid from the present \$207,000,000 for the next two years, to \$231,000,000. Downstate and small school districts would receive most of the \$24,000.000 increase.

Supt. Mark C. Schinnerer, of Cleveland, a leader in the battle, holds that the bill is unfair, in that the per pupil subsidy would continue at the present rate, while the additional aid payment would go up from \$125 to \$140 for elementary pupils, and from \$150 to \$160 for high school students.

APPROVE 1953-54 BUILDING PROGRAM

The Milwaukee board of school directors at Milwaukee, Wis., in February, 1953, adopted a report of the five-year building and sites commission, outlining the need of \$40,725,000 for new schools and building sites.

To provide the necessary revenue to meet the increased cost of new buildings and repairs, the state legislature has amended the laws to permit the Milwaukee schools to increase their tax levy from 1 to 1.5 mills for repair purposes, and from 10 to 13.5 mills for the general education fund. It raised the limit on school bonds outstanding from 1 to 2 per cent of the assessed valuation.

The building program of the schools has permitted the completion of three buildings, all of which were occupied in September, 1952. In addition, three six-grade elementary schools, now under construction, will be occupied in 1953 and 1954. Construction work will be started on a new senior high school, to house 1800 pupils, and to cost \$4,500,000. Three additional buildings are still in the planning stage, including an elementary school, a junior high school, and a senior high school.

CLASSES FOR CUSTODIANS

Members of the Cleveland, Ohio, school board have decided to start classes for the men who take care of the school maintenance—the custodians and their assistants. Night school training will upgrade skills of the present custodians and help ease a shortage of licensed stationary engineers and firemen in Cleveland. Classes will start at the Cleveland Trade School in September.

Edmund F. Smircina, business manager of the Cleveland schools, said some enrollees will be taught to use floor-scrubbing machines and new maintenance equipment. Others will receive instruction to help them get state certification for the operation of boilers and heating plants. By enrolling 20 men a semester, Mr. Smircina hopes eventually to qualify 50 assistant custodians for

the engineer's license. He also wants to qualify 50 school helpers as boiler firemen.

The school business chief will invite experienced custodians to join the classes, which are voluntary. They will receive instruction in the care of asphalt tile and the operation of laborsaving machines in the school buildings.

LUFKIN'S 10 YEAR PLAN

A citizens' advisory committee in Lufkin, Tex., recently completed a project of outlining the school needs in such an efficient manner that it amounted to a voluntary raise in tax values for school purposes. The assessed valuations were increased 25 per cent in 1952 and 25 per cent again in 1953 for a total of 10 million dollars.

In November, 1952, the board conducted a successful bonding campaign which resulted in the approval of 1½ million dollars for new school construction. A portion of the bonds will be used for a senior high school, construction to start in September, 1953. The board has outlined a ten-year building program to cost 2 million dollars and the high school is designated as the first project.

GENERAL EDUCATION BOARD CEASES

The general education board of the Rockefeller Foundation, which has spent nearly \$316,000,000 in educational benefits of all kinds, will close up its affairs at the end of its 1952-53 fiscal year.

The board, which has given million-dollar grants-in-aid, mostly toward education in the South, has been active for 51 years. The announcement of the end of the board's activity was made by President Dean Rusk.

The work this year will embrace expenditures of the last \$5,607,480 available in the fund. The board's activities in the South have been carried out to develop university graduate centers, advance Negro education, improve undergraduate instruction in the low-income states, and advance training of personnel by scholarships and fellowships.

The establishment of school building divisions in the state education departments of the several southern states and the betterment of school plant planning have been among the minor benefactions of the board.

CO-OPERATIVE SALARY FIXING

The Milwaukee County School Boards Association, in co-operation with the County Teachers' Association, has approved a new salary schedule for the county teachers who began teaching during 1952-53 or after. The schedule is another step to provide transition to the new schedule. It is divided into four sections according to the professional training of teachers. The schedule begins at \$3,194 for nondegree teachers and goes to \$3,994 for those holding a doctor's degree. All teachers are allowed an increment of \$150 per year until the maximum base salary is reached.

-WILLIAM D. SOUTHWORTH

The American School Board Lournal

Edward A. Fitzpatrick, Guest Editor

NO BOOK BURNING IN AMERICAN COMMUNITIES

IF THE proverbial visitor from Mars came to Washington today after reading great pronouncements by library associations. resolutions of educational associations, editorials on book burning, he would find it difficult to discover what it is all about. He would be surprised that all the talk and the threatening dangers are not in the United States at all. It has nothing to do with our libraries, our schools, or other educational instrumentalities in the United States. The discussion grows out of the existence of certain reading rooms which we maintain in foreign countries to give the people of these countries who visit them a worthy conception of American life, or, as the Congress of the United States said in the act declaring the policy and appropriating the money:

The Congress hereby declares that the objectives of this Act are to enable the Government of the United States to promote a better understanding of the United States in other countries, and to increase mutual understanding between the people of the United States and the people of other countries. Among the means to be used in achieving these objectives are an information service to disseminate abroad information about the United States, its people, and policies promulgated by the Congress, the President, the Secretary of State, and other responsible officials of Government having to do with matters affecting foreign affairs.

Even the New York *Times*, which itself has added to the confusion of the issue, says editorially:

It is unfortunate that President Eisenhower did not sooner inform himself as to what has been going on, so that the argument over Communist books in American libraries abroad could be placed in proper perspective. The way things have been allowed to develop there are probably many intelligent foreigners today who think the United States Government is engaged in a vast book burning campaign at home as well as abroad. The facts, of course, are quite otherwise. (Italics ours.)

This is not only true of many intelligent foreigners as the *Times* news columns well show, but it seemingly is the position of the professional leaders of America's library workers and teachers through the associations, at least. These American leaders know, first, that there is no "book burning" or anything like it; and they know too that at least in 99 and 44/100 per cent of the United States no such con-

dition exists, either incipiently or actually.

There is another paragraph in the *Times* editorial which is of special significance to school boards. The *Times* editorial continues:

The American people would not tolerate for one minute federal interference in domestic libraries. As the Attorney General said a few days ago, nobody has the right to tell Americans what to read. The selection of books for public libraries is a local matter and when assaults on freedom to read are made by extremists, as they always have been and always will be, it is up to the local communities to provide the answer which in many places they have been doing with characteristic common sense.

These platitudinous statements are made at this time to show there is no real danger or actual danger. They show that what is reported is not what is actually happening. The real men and the real issues are presented in a papier-mâché world of synthetic men and synthetic issues. In the image of a famous recent book, we are dealing with "cardboard giants."

To the school board members who are readers of this magazine, there is no need to tell you that whatever is meant by "book burning" or "freedom of knowledge" or "freedom of information." there is no issue because there is no problem. School boards are even more secure, stable, and strong custodians of freedom of knowledge than public library boards. They have well-established legal positions, well sustained by the courts, and the history of American education is a tribute to their courage, common sense, and intelligence. We can readily give assurances to "intelligent foreigners" and to the naïve American readers who accept the "cardboard" world of the Washington reports that, in the local communities - East, West, North, and South Jarge and small early American or later American - there is no book burning in the United States, nor is there any real danger to intellectual freedom.

COLUMBIA UNIVERSITY BICENTENNIAL 1954

KING'S COLLEGE was founded two hundred years ago in New York City in 1754, and was rechristened Columbia College after the Revolution. Throughout its history Columbia University, its most inclusive title, has been an "institution maintained and cherished from generation to generation for the advancement of the public good and the glory of almighty God."

During 1954, Columbia will celebrate its bicentennial anniversary by promoting on its own campus, and on the campuses of universities, in national libraries and archives in more than 33 countries a

world-wide discussion of "Man's Right to Knowledge and the Free Use Thereof."

This will be done by lectures, by conferences, by symposia, by publications, by special convocations, by exhibitions of books and manuscripts, by panels, and by the establishment of new university chairs or professorships. While the principal types of organizations in the present program are universities, there is no reason why teachers' organizations should not participate in this world-wide discussion. This is particularly fitting in view of Columbia's leadership in the field of pedagogy and particularly in school administration. This applies especially to the 1954 annual meeting of the State Teachers' Associations and of the National Associations, both general in character like the National Education Association and the special groups of

We do not think the use of the word right in "Man's Right to Knowledge" is entirely happy in the statement of the theme of this world-wide discussion. Man every individual man - is free to seek knowledge, to announce it when discovered, and to distribute it as he is able. These are of course, too, the main functions of universities, the search for, or advancement of, knowledge, the preservation and the distribution of knowledge. What right have I to knowledge? Nobody can confer it or give it to me if they will! They may help me, using the midwife image of Socrates to bring it to life into the world, but I cannot go to teacher or university and claim it as my right, i.e., something others are bound to respect. Being a spiritual thing it grows by participation in it. It is not and cannot be exclusive. Tyranny or suppression cannot restrict it. Within the kingdom of my own mind, I am king. In the exploration and penetration of the terra incognito, we shall discover the knowledge, not claim it as a right, and it will be ours, if we are prepared, imaginative, ingenious, and intellectually fertile.

Dwight D. Eisenhower, then President of Columbia University, in a letter to the universities of the world in May, 1950, stated the purpose appropriately:

In considering what would be the most appropriate theme for Columbia to emphasize in its celebration, the trustees aided by a committee representing the Faculties, Students, and Alumni, have agreed that there is one principle which all free universities unfailingly must defend. This is the ideal of full freedom of scholarly inquiry and expression (italics ours) the right of mankind to knowledge and the free use thereof.

For many centuries the civilized world has held that this principle is essential to human liberty, welfare, and progress. Unhappily now it is subjected to serious and systematic attack in many lands. Our Trustees, accordingly, have concluded that it would be appropriate to ask institutions of higher learning throughout the world to join in reaffirmations of their faith in the freedom of inquiry and expression.

It is perhaps necessary to note in the light of the Intellectuals' Manifesto in World War I, the action of the European Universities in World War II, that freedom of inquiry and of speech must be protected from the dangers from within, too, from le trahison des clercs—the treason of the intellectuals. We must keep in mind President Butler's letter to the University of Leipzig in Nazi days. This is emphasized too by our fifth amendment teachers in the light of the statement of the Association of American Universities.

Such a world-wide discussion free as the subject itself should do much for clarification of the many issues involved in man's search for knowledge, its preservation and its widest distribution. It will be free of the synthetic issues as they are raised in the "hothouse" Washington and the liberal neurosis. It will be objective, and though impersonal it will be human. It will be warmly imaginative as well as coldly intellectual. It will in the language of Cassius J. Keyser of Columbia, be true of knowledge what he says of science.

Not in the ground of need, not in bent and painful toil, but in the joyous mood of the Eternal Being, which is always young, science [knowledge] has her origin and root and her spirit which is the spirit of genius in moments of elevation, is but a sublimated form of play, the austere and lofty analogue of the kitten playing with the tangled skein or the Eaglet sporting with the mountain winds (Columbia Lectures on Science, Art, and Philosophy, 1907).

Bacon's conception of the "Improvement of Man's Estate" and Columbia's "Advancement of the Public Good" are intimately related to the free use of knowledge. We live in the atomic age. Knowledge is used freely to make the most terrible instruments of destruction - threatening even man's own existence as Reason's light goes out on the highways of the world. Our advancement of knowledge and its free use has apparently moved faster than our moral capacity to control it for the public good and the improvement of man's estate. If this world-wide discussion is to be helpful this problem must be central in its discussion of the free use of knowledge.

NO OIL FUNDS TO SCHOOLS

The compromise bill authorizing the development of mineral resources in the submerged lands of the outer continental shelf was submitted to President Eisenhower on July 31. All provisions earmarking for education the federal revenues from oil, gas, and sulphur, and estimated at billions of dollars, were removed from the bill in the House and accepted by the Senate. The measure authorizes no payments to the States. Senator Hill, of Alabama, pointed out the need

Senator Hill, of Alabama, pointed out the need of devoting these federal funds to needy schools, but the critics of the Hill amendment argued that this would open the door to federal control.

Democratic Administration Invites -

Teacher Participation in Policy Making

Wm. Wendall Williams.

If your teachers' meetings are boresome, very likely your school system is autocratic in spirit rather than democratic. The term democratic staff does not refer to a type of organization that a school may have but rather to a method of doing things - a spirit, a philosophy, an attitude which does not belong exclusively to any one kind of organization. Democracy means working together and formulating policies that are best for the staff's particular situation, both in the light of present conditions and with a realization of possible future results. All along the line it means participation in the preparation of plans, in the execution of plans, and in the appraisal of results. Thus, democracy demands that policy forming become a continuing function of the group. Leadership becomes a group phenomenon and a product of group life.

An Urgent Need

Our country needs now, more than ever before, a generation of youth who are able to practice actively the democratic process. Citizens are needed who have an appetite for democratic living because they have tasted it. Teachers, because of their work with youth, play a major role in developing future citizens and cannot possibly understand the implications of democratic living if they do not have the daily experiences of working in a democratic atmosphere.

No longer can the administrator be a master in all phases of policy formation. To evolve methods of efficiently operating the school system, it is necessary for the administrator to rely upon the co-operative efforts of numerous individuals. If teachers are to be trusted with the education of our children, surely they can be trusted to exercise a voice in the general management of the school system of which these children are the most important part. Teachers of today, because of their increased training, are not only better prepared than in the past but also more professionally experienced in many matters on which policy making should depend. The wise leader takes teachers into his confidence, listens to their advice and counsel, and guides the united efforts of the entire faculty with conscientious concern for the good of all.

There is a certain contentment produced when teachers take part in formulating the

policies of the school. Interest and enthusiasm are present where teachers are permitted to mold and carry out their combined ideas. A collective responsibility for the success or failure of the school is developed. The greatest argument for staff participation is that it marshals the intellectual resources, wisdom, and judgment of all the faculty. Teachers have worth-while ideas to contribute and should be given an opportunity to express these ideas through appropriate channels. If such opportunities are provided, there is a rise in general morale. Feeling that one's wishes are of no concern to the administration or knowing that one is merely a cog in a wheel breeds discontent and ill feeling.

In an authoritative school the administrator decides on all policies and announces them to the staff. The administrator considers teachers as classroom servants. Teachers are to teach and the administrator is to administer. The administrator is to form all policies because he is supposed to have some outstanding power that the staff does not have. In such instances the administrator is not a leader, but a boss who sees that things are accomplished to his own satisfaction. The teachers are discouraged from taking part in school planning. As a result, instead of developing self-confidence because of their abilities they build up defeatist attitudes because they are not permitted to express themselves.

Rights of Seniority Limited

In an authoritative school there are likely to be persons who think their seniority gives them special privileges over the younger and less experienced, while the new teachers may feel that they have all the answers. These feelings have no place in any school. It is true, however, that older teachers can contribute much to group effort because of their wide experience; but, on the other hand, a younger person who is well trained and less afraid of change can also contribute much. The established teachers must realize that in this era of progress, along with new inventions of living, come many new ideas and methods of obtaining the best results in a given situation. All teachers must be ready to grow along with the times. Nevertheless, the younger teachers must learn many of the basic ideas that are practical in any situation at any time. They too must be able to appreciate and accept such tested practices. Both the younger teachers and the older teachers must work co-operatively as

^{*}Vice-Principal, Linden-McKinley Junior-Senior High School, Columbus, Ohio.

one staff. It is through shared knowledge and experience that the best results are produced.

In a democratic school, teachers are given liberties and responsibilities consistent with their individual abilities, interests, and dispositions. Democracy considers all men to be free and equal in the sense that they have equal rights and opportunities. It does not say that all men have equal abilities. Every person is unique. There is a wide range of individual differences within the school staff. The administrator who is a true leader will see these differences and through skilled guidance will bring out the best that is within each teacher. When a teacher feels that he is able to be himself and function as an individual human being rather than as a cog, his attitude toward the other members of the staff, the students, and the administrators will reflect his healthy frame of mind. A teacher who is contented in his relationships will put forth more energy to produce better work. When each teacher produces better efforts in his particular field, the school will be in a much better situation.

In policy forming a set blueprint cannot be followed. Values and principles provide direction and guidance, but each situation calls for thinking, planning, and decisions at the time and on the scene of action. What is best for the greatest number of individuals and what will do the least harm to all others must be the basis of action. It is not sufficient that there be contentment on the part of the greatest number of people involved. Those who are discontented must be shown that, in the long run, the adopted policy will benefit even them or be subject to reconsideration. Discontent of a few often leads to discontent of many because this step is not taken. Willing acceptance and commitment on the part of all should be the goal concerning policy decisions and adoptions.

In a study by the author on staff participation in the formulation of school policies, five levels of maturity were developed. These levels ranged from complete autocratic control to full co-operation between the staff and the administrator. An authoritarian group can become a thoroughly co-operative group only through a gradual educative process. This developmental process requires in-service practice (not training) that extends over a period of time. It cannot spring into existence by administrative fiat.

Briefly, the characteristics of these five levels are described in the following paragraphs.

Five Levels of Participation

The first and lowest level is the authoritarian. Here planning together means working for rather than with someone. Individual opinions are seldom expressed or asked for.

On the second level there is some participation by the dominant few. These so-called talkative individuals express their ideas at random, and often the administrator takes the better ideas and uses them as though they were his own. Since credit is seldom given to staff members who do volunteer for work, there soon develops a passive attitude which causes

them to submit willingly to the dominant personality of the administrator.

The third level, which is often called the laissez-faire or middle way of participation, is characterized by a spurious or pseudo-democratic leadership that urges everyone to be free to say and do what he pleases. Because interference or control is lacking, common values and concerns are seldom fostered.

The fourth level is exemplified by broad participation, democratic leadership, and unity for common purposes. The leader seems able to unite the group to work voluntarily and wholeheartedly. This type of leader has the interests of society at heart and works for the common good rather than for his own personal gain. There is evidence of organization and planning within the group. Only the will of the majority, however, is carried out in forming school policies.

The fifth and highest level is democratic co-operation in the light of common purposes. Group unity is achieved through group purposes that are formulated and accepted by all persons involved. Leadership and followership reside in each individual, and success or failure in achieving group purposes will be determined by how well each person performs these two functions. Through the co-operative process of group thinking, the staff can solve problems which no individual could successfully solve alone. As co-operative group intelligence rises, the quality of thinking done by each individual also rises. On this level a sense of unity and self-reliance climaxes group effort through unified action

Each Individual Leads

According to the fifth level of maturity, each individual is a leader; he carries full responsibility for the group achievement; he voluntarily performs his part in carrying the



A POPULAR VIEW.

- Washington Post.

accepted plan into action; he works intelligently with any other leader who may be designated by the group to co-ordinate more effectively the efforts of individual members.

This level of co-operation is very difficult to achieve because it demands a high degree of self-control and self-direction from each individual. Through democratic co-operation, desirable growth of the individual and improvement of the group life go on simultaneously. These two kinds of growth cannot be isolated; the progress of one is necessary for the progress of the other.

The emphasis is upon "we" and not upon "I." The administrator expresses his ideas concerning specific situations from the administrative viewpoint; and the teacher presents ideas applicable to the situations from the teacher—student—classroom standpoint. Together, the ideas of both can be studied. discussed, and summarized to the advantage of all concerned

ANALYSIS OF THE PRINCIPALSHIP

The Administrative Center of Teachers College, Columbia University, has announced the completion of a job analysis of the supervising principalship in the central school districts of New York State. This study, which took up the nature and scope of the central school principalship, is the first comprehensive study to be made in this area of school administration.

The study, conducted by M. Dennison Omstead, of Cornell University, included interviews with twenty selected principals and the preparation of an interview schedule. Supplementary data were obtained from 98 individuals representing teachers, nonprofessional employees, board members, district superintendents, students, and citizens.

The study indicated: (1) that central school principals are inadequately prepared for the job of supervising principal; (2) that they consider empirical knowledge as superior to professional study; (3) the schools are not being administered in a manner adaptable to democratic ideology; (4) that principals are neglectful of phases of administration designated as educational; (5) that principals need to improve their human relations program with regard to school personnel and the public; (6) the public relations programs of these schools are in need of a thorough revision in order that the public may obtain the information to which it is entitled.

NEW SPELLING COURSE

The New York City board of superintendents has adopted a complete, new spelling course for the elementary and junior high schools and has made available spelling books for each of the nine grades. The basic word list for the first six grades embraces about 2500 and a similar number of words is required for the upper three grades of the course.

The first grade list embraces 253 basic words in each grade. The words in each grade add to the original list and provide for continuity of spelling skills as well as for individual differences. The language arts approach to spelling for reading as well as writing is emphasized. A wide variety of devices for making the work interesting as well as effective will be employed.



The Edward Everett Elementary School Front of the Cody-Everett School Group, Detroit, Mich. — Mr. George Schulz, Director of Architectural Planning, Detroit Public Schools; Giffels & Vallet, L. Rosetti, Architects, Detroit.

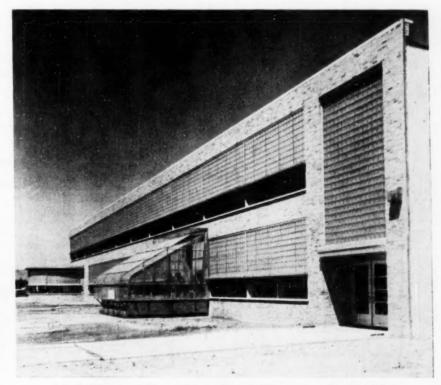
Detroit Builds a Combination Elementary and High School George Schulz.

Educational planning of school buildings is of paramount interest to all school superintendents and school boards. The city of Detroit has carried out a program of educational planning of their school buildings over a period of at least thirty years, which is the approximate life span of this phase of school administration.

In Detroit, many buildings of the elementary, intermediate, and high school types have been designed, in several instances on the same site. No planning, however, had ever been carried out which actually combined all of these activities into one large completely co-ordinated building containing all the educational facilities needed from kindergarten through high school.

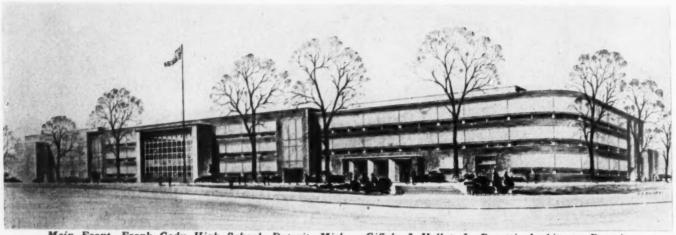
Combination Unit Planned

As a result of a survey of the educational requirements in one of the most rapidly expanding areas of the city of Detroit, construction of an elementary school building in a particular location was indicated. When the high school requirements of the larger area usually served by a high school unit had been determined, placement was suggested in approximately the same area. In order to simplify site and construction problems, as well as school administrative problems, and to take advantage of the economies possible in constructing one large building under one roof, a combination unit including all the edu-

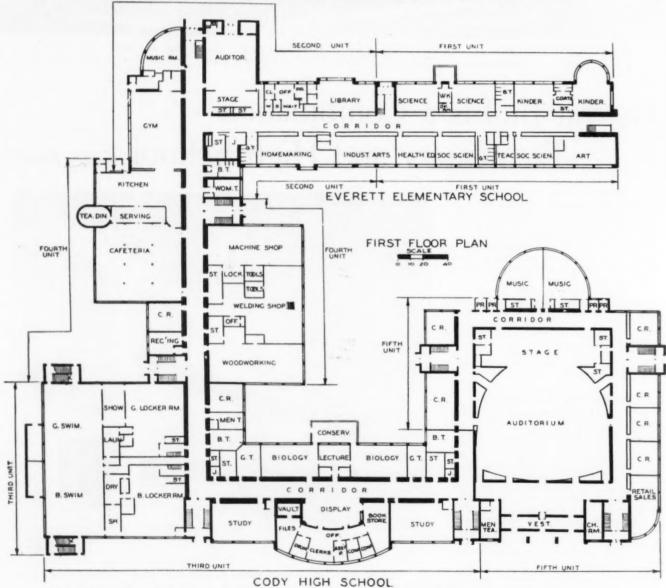


South Elevation of the Edward Everett Elementary School Unit.

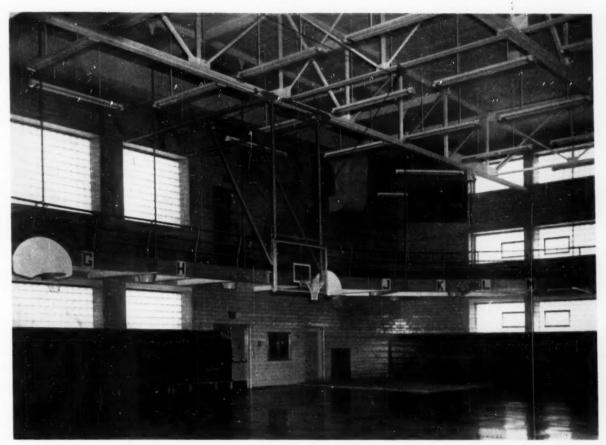
^{*}Divisional Director, Department of Architectural Planning, Board of Education, Detroit, Mich.



Main Front, Frank Cody High School, Detroit, Mich. — Giffels & Vallet, L. Rosetti, Architects, Detroit. George Schulz. Director of Architectural Planning, Detroit Public Schools.



Main Floor Plan of Frank Cody High School and Edward Everett Elementary School, Detroit, Mich., showing five successive units erected to meet growing enrollment needs.—Gifiels & Vallet, L. Rosetti, Architects, Detroit.



The Cody High School Gymnasium is located above the pool and locker rooms in the third unit.



Glass blocks are used effectively to obviate dark corners.



A corner of the Cody High School Library, an efficient and attractive center for study and recreational reading.



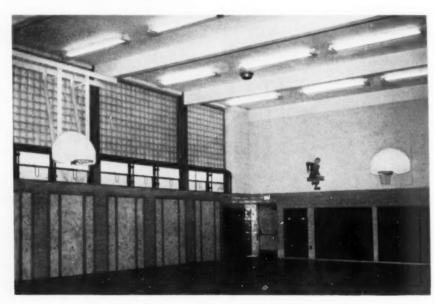
Typical Rooms in the Edward Everett School. Upper left: One of the attractive, colorful kindergartens.

Upper right: Cooking laboratory. Lower left: Elementary School Library. Lower right: A typical elementary classroom.

cational facilities required from the kindergarten through the twelfth grade was planned. It involved a complete elementary school program, opportunities in vocational education, sciences, etc., for the intermediate program, and included all the prescribed educational facilities usually required for a complete high school program.

The elementary portion of this building was designed to house approximately 1080 children; the secondary portion of the school program was planned to accommodate approximately 2600 students. The total normal capacity of the entire project is, therefore, designed to house approximately 3680 children in the one school plant. The total cost of this development will be approximately \$7,500,000. Due to the size of this structure, the building was planned as a combination two-and three-story structure. The elementary grades are housed in the two-story portion of the building, and the high school grades are housed in the combination two- and three-story portion of this structure.

The building is modern in design, using glass block and clear vision strips for its fenestration. It has a face brick exterior and interior partitions constructed of cinder block units, with glazed tile wainscots throughout corridors and classrooms. The artificial lighting



The Edward Everett Elementary School Gymnasium is fitted for multiple use.

fixtures are cold cathode. The heating system is the split system of heating and ventilating, using convector type radiation for the heating medium and the central fan system as the ventilating medium. The floors, generally, are maple wood block floors throughout the classrooms and gymnasium, asphalt tile corridor floors, and linoleum floors in such areas as the library and offices, with ceramic tile floors in the toilet rooms.

Fenestration Details

The fenestration features the clear vision strip, glazed with clear gray Plexiglas and used in connection with the glass block design. The Plexiglas vision strips reduce the brightness ratio between the block and the vision strip to a point well within the allowable limits for brightness contrasts. As a result, there is no glare in any classroom throughout the building. The teaching staff and the children are provided with the best form of natural daylight without the use of any shades.

Due to the size of this building project, the construction schedule was divided into units. The entire elementary portion of the building and approximately half of the high school portion of this project have been completed and are in operation at the present time. An addition now under construction will provide for the completion of approximately seven eighths of the high school portion of the building, with the vocational unit remaining to be completed. The entire building was planned to eliminate duplication of services wherever possible. This resulted in the construction of one heating plant and a common kitchen, serving two ways to provide separate dining facilities for the elementary and high school students, and simplified the maintenance problems.

Flexibility in Science Rooms

The science rooms are designed to provide flexibility in the teaching of science subjects such as biology, chemistry, and physics; thus the rooms can accommodate the shifting demands of the science curriculum.

The health education facilities include large double gymnasium units convertible to one large unit for meet purposes. The swimming pool is a double pool, 30 feet wide by 100 feet long. It can be divided with movable aluminum folding doors and a movable bulk-

head in the center, which can be shifted back and forth to provide for swimming meets requiring standard-sized pools of 75 feet in length

The high school auditorium now under construction will accommodate approximately 1800 people and is equipped for theatrical productions, while the elementary auditorium has a capacity of approximately 300 children. The music department has an amphitheater type arrangement consisting of three separate music rooms, one for choral work, one for orchestral work, and a third very large unit for combination choral and band work and broadcasting activities. Each unit has practice rooms, control rooms, instrument rooms and is completely soundproofed. The music department is adjacent to the auditorium where the activities of both the large auditorium and smaller instructional rooms are completely co-ordinated.

In this combination building every known educational facility has been provided to improve the educational opportunities of the children residing in this area. Educationally, administratively, and economically, we believe the development of a school plant of this type to be very satisfactory for education.

Vernon Schools Undergo Changes

J. B. Golden*

The environment for teaching the Three R's to youngsters in Vernon, Tex., has undergone radical alterations in the three years since July, 1949, when \$450,000 in bonds had been voted, and work was beginning on the new Central school and an addition to Hawkins school. It was realized that \$450,000 more would be needed for another school (Shive School), and for additions to Parker School and Washington School. A face lifting of physical property, at a cost exceeding \$900,000 in two separate bond issues, has provided two new school buildings and additions to three existing schools.

Parents, teachers, and students are well pleased with the facilities that have been provided — beautiful classrooms, well lighted, ventilated, and heated; modern cafeterias, which can be used also as auditoriums and, in one instance, as a gymnasium; sanitary rest rooms; specialized rooms including, in one of the buildings, a theater room.

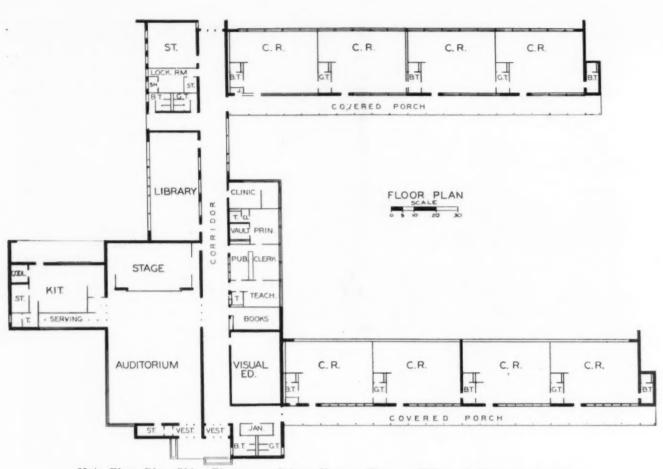
Shive School

The Shive School building is substantial and practical. Expensive architectural designs have been left out and the building construction is homelike. It has been designed to assist teach-



The classrooms are bilaterally lighted and have effective means for cross ventilation in warm weather. Aluminum louvers make shades unnecessary.

^{*}Superintendent of Schools, Vernon, Tex.



Main Floor Plan, Shive Elementary School, Vernon, Texas. — Wilson & Patterson, Architects, Fort Worth, Texas.



The carefully selected furniture adds to the effectiveness of instruction.

ers in developing well-rounded individuals.

This building was built to accommodate 24 classrooms. However, at the present time, only eight classrooms are completed. The structure at present contains 26,781 square feet, at a cost of 9.89 per square foot.

Shive School is constructed with the best type of cream-colored face brick set on a solid concrete foundation. Haydite blocks have been used in classrooms and corridors above a wainscot of brick and glazed tile. The corridor and rest-room floors are terrazzo. The cafeteria and kitchen floors are colored concrete.

Kitchen Equipment

Tables and chairs are used throughout. Special thermostatically controlled heating units have been installed between each two classrooms to insure temperature constancy and complete air circulation.

In all grades there are private rest rooms for both boys and girls. Water fountains and wash basins have been installed in each room. Teachers have sufficient storage cabinets and work desks.

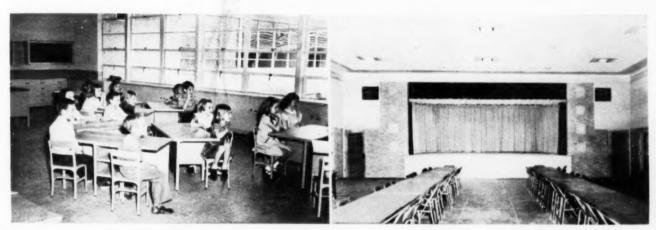
The light fixtures are of the concentric type. They will not collect dust and yet reflect the light on a soft white ceiling.

Each room and its equipment has been



General View, Shive Elementary School, Vernon, Texas. — Wilson & Patterson, Architects, Fort Worth, Texas.

Dr. J. B. Golden, Superintendent of Schools.



Left: A primary grade. Right: The Auditorium serves also as lunchroom for midday meals.

scaled down for the respective age-grade group.
Each of the three kitchens is furnished with
the most modern equipment. Stainless steel
has been used throughout.

Classrooms

The classrooms are large and complete with the most modern equipment. Lockers are built in each room for the students. The rooms have bilateral lighting and cross ventilation. With a slanted ceiling and the use of aluminum louvers, window shades are not necessary. These features will allow an even flow of natural light across the room at all times and artificial light will be necessary only on dark cloudy days.

NEW YORK'S CONSTRUCTION PROGRAM

The New York City board of education has begun preliminary plans for a \$101,000,000 construction program for 1954, the largest construction program in the history of the city school system. The new program will provide an aggregate of 312 new buildings, as well as sites for 12 proposed structures.

It is believed that the 1954 program will meet long-needed improvements. Among the buildings much needed at the present time are a new Eastern High School in Brooklyn, a junior high school in Parkchester, a new elementary school in Kew Gardens, Queens, and a new elementary school in Greenwich Village. The board has asked the board of estimate to allocate \$8,000,000 of capital funds to make possible the modernization of a number of old schools.

COMPLETE ADDITION AT RIVERSIDE, ILLINOIS

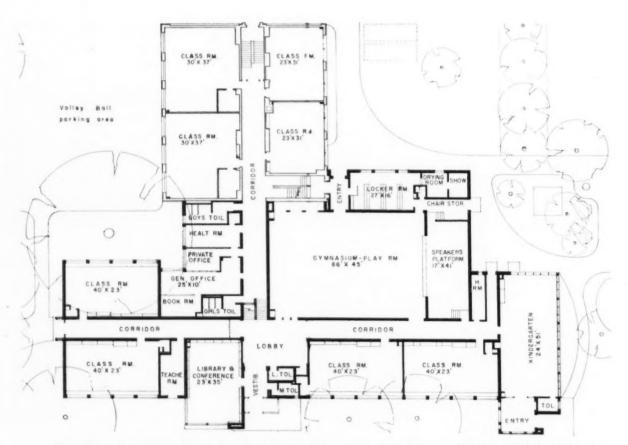
The board of education of Riverside, Ill., has completed a new addition to the intermediate school, which includes a large auditorium, new science and music rooms, and a special arts wing housing the art and industrial-arts rooms, the home-economics department, and the cafeteria. The auditorium, which seats 600 persons, contains the latest in acoustics, as well as a stage with spotlights, border lights, and a light-control panel near the stage.



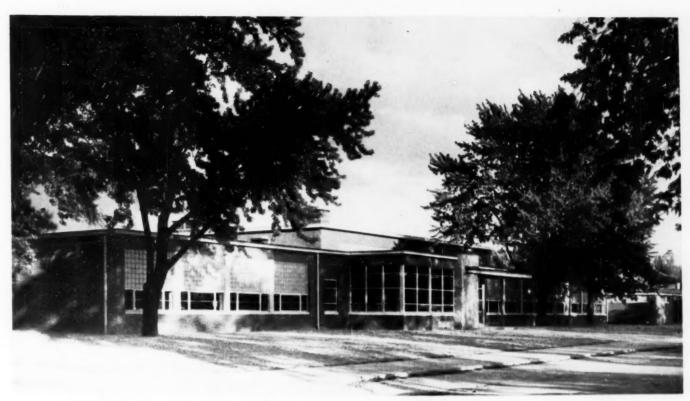
A corner of the library which is fitted to serve also as a music room.



Second Floor and Basement Plans of Old Building showing extensive changes to adapt rooms to modern school uses.



Main Floor Plan, Fort Miami School, Maumee, Ohio. - Britsch & Munger, Architects, Toledo, Ohio.



Street Front, Fort Miami School, Maumee, Ohio. - Britsch & Munger, Architects, Toledo, Ohio.

Maumee's New Fort Miami School

After ground-breaking ceremonies in September, 1951, the last semblance of the old 1893 front section of Fort Miami School was razed to make way for the addition. Construction of the new Fort Miami school continued through the school year until completed early in the summer of 1952. The summer and early fall saw the 1922 section remodeling completed. Total cost for remodeling, new construction, and equipment amounted to approximately \$530,000.

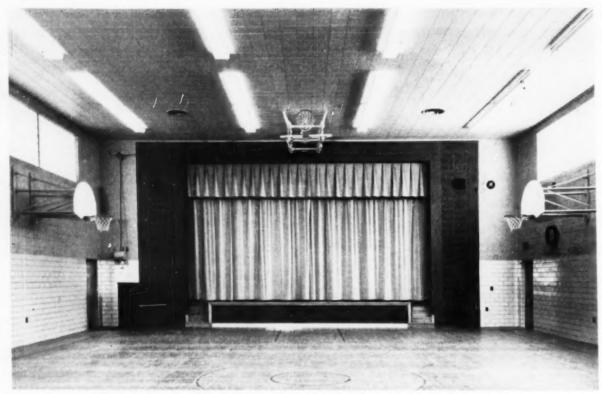
Congenial Atmosphere Provided

The completed project has been so constructed that the program of learning may take place in a congenial atmosphere, equipped to meet the needs, interests, and varying abilities of the different youngsters in each group. Each room is a small community within the larger school community, where one teacher and the class may work and live together. Each class has been provided with adequate chalkboard and bulletin boards. Storage space for teacher supplies, as well as cubicles for storage of pupil projects, is available. Each room is equipped with a sink, with both hot and cold water. Every room has its own drinking fountain.

Fort Miami School serves grades one through eight. In addition, a new kindergarten



The President of Maumee Board of Education turns the first spade of earth.



The Auditorium-Gymnasium is the most friendly room in the new section.

has been provided. Besides classroom facilities, there are an auditorium-gymnasium, music-library room, arts and crafts room, health room, and a cafeteria-audio-visual aids room.

The addition is of cinder block walls on reinforced concrete footing, with bar-joist type ceiling. Interior ceilings are of fireproof glass and acoustical tile, while the roof is the tar and gravel type. The floors are of insulated concrete, covered with asphalt tile. Fenestrations are of steel sash, with a combination of glass block and clear glass. All hallways and the gymnasium-auditorium have a glazed tile

wainscot, and all toilet and shower rooms are of glazed tile walls and tile floors.

The entire building has a completely new heating and ventilating system. Two new oil burning boilers provide steam heat for the building, as well as radiant heat for the kindergarten. Necessary fresh air is provided in each classroom by unit ventilators.

Lighting

All artificial light throughout the building is of the fluorescent type. The old section of the building was completely rewired to meet all standards of the National Underwriter's Code. Natural light is controlled in each classroom by directional glass block and draperies of various types where needed.

One of the special features of the new addition resulted from careful planning in the cafeteria area. Maximum use of the cafeteria was obtained by equipping it with tables that fold into the walls so that the area can be cleared for primary grade rhythm activities, audio-visual programs, or play activities during bad weather. One end of the cafeteria contains a folding stage, which can be utilized for presentation of short plays.





Left: The old classrooms have been completely remodeled to equal the new rooms in equipment, lighting and attractive finish. Right: The new classrooms are fitted for every type of activity work.

School Building Authorities—Status, Contributions, and Limitations

Theodore L. Reller*

The Authority - A Panacea?

Recent decades have seen the development of many public or governmental authorities in the United States and in Great Britain. Among the better known ones are TVA, BBC, and various port and turnpike authorities. Housing authorities, parking authorities, bridge authorities, river valley authorities, and airport authorities are other types found more or less frequently. Some people believe the authority may be too popular a patent medicine. It is the intent here to examine it as it has developed in recent years at the state level and as applied to the schoolhousing field. Before this examination brief attention must be given to the nature of an authority.

Gulick has said "An authority is a governmental business corporation set up outside of the normal structure of traditional government so that it can give continuity, business efficiency, and elastic management to the construction or operation of a self-supporting or revenue-producing public enterprise."1

He further points out that they are corporations: able to sue and to be sued: "outside the normal structure of governmental bureaucracy" and not controlled by annual appropriations; "subject to democratic controls only indirectly and at a distance"; able to reach across political boundaries such as towns, cities, and school districts; "limited as to function but unlimited as to method of operation"; generally self-supporting; generally performing services which are "natural monopolies," that is services in which competition is inherently wasteful; provided where there is "need for imaginative enterprise, elasticity of operation, experimental approach to new and unpredictable problems"; with an unpaid board of directors and a paid technical manager: and with ability to create debts which are not a part of the governmental indebtedness of the area which they serve.

Public authorities are thus generally designed to provide a service which cannot be provided effectively by traditional units of government. They cut across governmental boundaries and provide co-operative planning and action in areas which established units of gov-

ernment were not designed to provide. In this manner they have rendered outstanding service to citizens. The type of authority under consideration in this paper is a somewhat different one - being designed not to render service directly to individuals but rather to existing governmental units. The characteristics of these authorities will be revealed through a brief description of them in a number of states.

It should be noted that for a considerable period of years a few states have had instances in local school districts where a group of individuals or a private local corporation would build a school building and rent it to the local school district. While a legal procedure, at least in some states, it has not been a widespread practice. Under the pressure of finding ways to secure adequate schoolhousing with limited borrowing power of school districts and high costs it is occasionally recommended by some group. The San Francisco School District considered it during the past year as a way of securing a school administration building. Some of the states have been having some of their public buildings built in this manner. In some instances these developments may reflect the desire of individuals or groups to invest funds. In New Jersey2 for example a group of insurance companies were reported to have proposed that they be authorized to build public school buildings to be rented to local school districts. These companies were said to wish to invest over a half billion dollars in public property Under a proposed lease agreement this indebtedness of the local school districts would have been amortized over a 40-year period. This plan was said to be one which would be more costly to school districts than direct school district financing. While this type of private "authority" is related to the broad issue under consideration here it is not the subject of this discussion and further analysis of it will therefore not be offered here.

State Schoolhousing Authorities

Attention will be given here only to state authorities which have been created to erect school buildings for local school districts. While some small beginnings of this type had existed before, such as that of the Board of

Public Building Reconstruction in California, which used funds from the Reconstruction Finance Corporation to build buildings destroyed by the 1933 earthquake, and rented the buildings to the school districts, it was not until Pennsylvania created the School Building Authority in 1947 that a major program got under way. The work of the Pennsylvania Authority remains the outstanding, though in 1951 Georgia, Indiana, and Maine also created state school building authorities. An analysis will now be presented of these authorities under selected headings.

1. Purpose. The purpose of the authorities in Pennsylvania, Indiana, and Maine is to acquire sites and construct or improve public school buildings. In general the term "construction of public school buildings" is broadly used, involving not only acquiring of sites and erection of buildings but also equipping the buildings, landscaping, providing service systems and facilities such as for sewage disposal; architects, engineers, and legal fees; and developing playgrounds. In general the authorities are empowered to engage in all of the activities which are necessary for the construction of a building and the equipping of it so that it is ready for use as a school. The Georgia State School Building Authority is, in addition to the above, empowered to "operate and maintain" buildings. It is designed to serve any institution under "the control of the State Board of Education" as well as county, city, and district boards of education which are a part of the state school system.

2. Organization of Authority. Each of the school building authorities is under a governing board. The composition of the boards is as follows:

Maine - the Governor, the Commissioner of Education, the Senate Chairman of the Committee on Education, and four members to be appointed by the Governor, one of whom is a member of the State Board of

Indiana - the Governor, the Secretary of State, Auditor of State, Treasurer of State, State Superintendent of Public Instruction, and two members appointed by the Governor in such manner that the members of the board shall be divided between the two principal parties as equally as possible.

^{*}Professor of Education, University of California,

^{*}Professor of Education and How to Use Them," 'Gulick, Luther, "'Authorities' and How to Use Them," The Tax Review, Vol. VIII, No. 11, Nov., 1947. Tax Foundation, New York.

New York Times, Nov. 5, 1950.

Georgia — Chairman, State Board of Education, Attorney General of State, State Auditor, State Superintendent of Schools, and three persons to be appointed by the Governor.

Pennsylvania — the Governor, the State Treasurer, the Auditor General, the Superintendent of Public Instruction, the Secretary of Property and Supplies, the President protempore of the Senate, and the Speaker of the House of Representatives, the minority leader of the House of Representatives.

- 3. Relation to Other State Educational Agencies. Indiana and Pennsylvania provide defined relationships to the state educational agency. In Indiana the authority cannot construct any building without "the certificate of the State Superintendent of Public Instruction that a need exists for such school building and that the school corporation or corporations cannot provide the necessary funds to pay the cost." Plans and specifications and estimates of cost of site and building must be submitted to the State Superintendent of Public Instruction and approved by him in writing. Plans and specifications must also be approved by the State Board of Health, the State Fire Marshal, and other state officers and agencies which pass upon school buildings. In Pennsylvania all contracts are "conditioned upon the preparation of general plans for the orderly development of improved attendance areas, and administrative units." These plans must be prepared co-operatively by the local, county, and state school authorities in accord with the standards and regulations of the State Department of Public Instruction. The Department must review all building plans in the light of county and state plans, improvement in attendance areas and administrative units, adequacy and desirability of building, location, usefulness for community activities. The authority cannot execute a contract without the specific written approval of the Department. Georgia and Maine do not provide specifically in law for close working relationships between the state educational agency and the Authority.
- 4. Relation to Public Indebtedness. In general the Authorities do not have the power to create public debts of either the state or its subdivisions. Their actions are the actions of the Authority and not of the state, or of its subdivisions. In Indiana the Authority is not empowered to act if the districts have funds to do so independently. This is not true in the other states - though generally districts with adequate bonding power have not turned to the Authority. In Maine, to clear the relationship of acts of the Authority to municipal indebtedness the legislature has proposed an amendment to the constitution stating specifically that rental agreements with the School Building Authority shall not be considered debts or liabilities under the article on limitations of municipal indebtedness. Courts in California have held that amortized lease agreements do not violate or

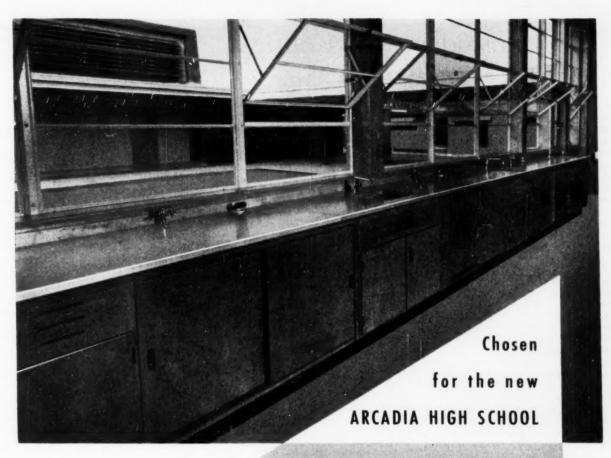
involve constitutional debt limitations if the only obligation is for annual or monthly rent. This view has been rather generally accepted in the various states. The general intent of all of the Authority laws is that the costs incurred are to be "self-liquidating"; that is to be met through rents or earnings. This is true in all cases except that certain relatively small funds may be provided to pay certain of the general administrative costs of the authorities involved in getting established or in operation.

- 5. Source of Funds of Authority. The authorities are authorized to borrow money. Generally, they also may accept loans or grants from an agency of the Federal Government and enter into agreements with such agency. In actual operation however, thus far, the source of funds has been the issuance and sale of revenue bonds. The Maine Authority is limited to \$15,000,000 worth of bonds outstanding at any one time. In the other states there is no limitation as to the amount except as it relates to the costs of actual property acquired and constructed.
- 6. Powers of Local Educational Units. Statutes creating the Authorities generally authorize local school districts to enter into contracts with the Authority for the rent of school buildings and facilities. In Pennsylvania and Georgia the boards of school directors may make such contracts without the approval of the people. In Maine the inhabitants of the town or members of the community school district must approve it. In Indiana provision is made for public hearings duly announced in the press before a board of directors may act. Further provision is made for appeal by any 10 or more taxpayers to the State Board of Tax Commissioners. In Pennsylvania the longest period of rental agreement is 40 years; in Georgia, 50 years. Indiana and Maine do not specify a statutory limit, as to the years for the rental agreement.
- 7. Provisions of Leases. The terms of the leases may generally be determined by the Authority or by the Authority and the local district. They generally include a description of the property, a statement of the rentals due and payment procedure, the period of years of rental or term, provisions regarding operation, maintenance, and insurance of the building which may be cared for locally at the expense of the local district, and such other provisions as the Authority may deem necessary for the care of its property and the protection of the bond holders.
- 8. Source of Funds to Pay Rent. In one sense this may be a most important phase of the program, for it answers the question as to whether or not the state is going to share in meeting capital outlay costs and if so whether it will do so on an equalization basis. Indiana requires the local district to levy local taxes annually sufficient to pay the lease rentals, and provides that no governmental agency empowered to review tax levies shall have power to reduce the necessary levy. Maine depends upon local taxes to meet the rental charges but provides that if the town or district is delinquent in paying

the authority, the state department of education shall make payments from any amounts properly payable to the town or district. Georgia makes provision in its minimum foundation program law for capital outlay (not less than \$200 per allotted teacher provided adequate funds are appropriated) and provides that the state funds available for capital outlay purposes shall be paid to the extent required by the State Board of Education to the Authority upon receipt of a copy of the lease contract. If these funds are insufficient to meet the rental charges and the county or district fails to pay the obligations, then the state department of education is required to withhold the amount due from any other funds appropriated, allotted, or due said political subdivision. When Pennsylvania created the authority the local school district was responsible for meeting rental costs out of any funds at its disposal. In 1949 the state enacted legislation providing for payments by the commonwealth for a portion of the rental paid the authority. The reimbursement for this purpose is determined by applying an objective equalization formula - which is one half of the standard reimbursement fraction - used to determine general appropriations to local school districts.

- 9. Disposition of Property. Maine provides that, when the bonds issued in connection with a given project shall have been paid or funds have been set aside in trust to meet payments of principal and interest thereon in full, the project shall be conveyed to the town or school district. No provision of this type is made by the other states though it is clear that rental charges for any project are not to continue beyond a specified 40- or 50-year period and that they are not to be greater in amount than needed to amortize the indebtedness and meet other charges, if any, which the Authority has in connection with the project. The Authority in other words is not a profit-making body but only an agent (corporation) acting in the interest of the districts.
- 10. Other Provisions. Other provisions of the statutes creating the Authorities outline powers of the Authority such as to sue and to be sued; to adopt necessary rules and regulations; to establish sinking, trust, or other funds essential to safeguard funds and to meet the obligations of the authority. The acts also generally define the type of bonds to be issued, procedures to be followed in issuing and selling bonds, the tax free status of the Authority and of its bonds, remedies open to bondholders in case of default since they constitute no claim on taxing power. The acts also provide that the Authority plan is supplemental to existing plans whereby local districts may issue bonds and that it in no way changes the previous powers of such political subdivisions regarding the acquisition, construction, and financing of school buildings.

Note: In the second half of this paper, Dr. Reller will discuss important aspects of the contributions which School Building Authorities have made to the betterment of local school plant situations. He will also take up the Limitations and Drawbacks of the Authorities.— Editor.



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TWO RIVERS, WISCONSIN

Two Custodians-A Contrast

Harry K. Hutton*

Everything about Mr. Peterson, the new custodian, suggested trouble to come. He sauntered in late on the first day of school, nodded condescendingly to the teachers who greeted him in the lower hall, by-passed the principal's office, and with his own idea of dignity made his way to the basement. He stopped only once. That was to growl "outside" at a frightened first grader who was hurrying back to the schoolyard anyway. She had been to the little girls' toilet room for the best of reasons.

have Mr. Peterson get a taxi. But no Mr. Peterson could be found. Later on, when Mrs. Craig, president of the P.T.A., and a lady not to be trifled with, forced an investigation of what she called "this outrage," the damning fact came out. Mr. Peterson had been four blocks away during all the excitement, celebrating with convivial political friends. A less important man would have been fired. Mr. Peterson was quietly moved to a smaller school on the other side of the city.

When Is Quitting Time?

Unpleasant things happened fast. Mr. Peterson was good for at least one incident a day. The teachers' lunchroom buzzed with indignant reports. Mr. Peterson had told Miss Williams that she should be out of her room by three thirty and no stalling about it. If she were not, he would come in and start sweeping. Mr. Peterson had called that Soper boy something awful when he went down to see about more chairs for the auditorium platform. Mr. Peterson had asked Miss Reynolds how she figured Johnson ever got to be principal. But to cap it all, Mr. Peterson "warned" Miss Reilly, the new teacher, to "watch her step or she'd find out who had influence around here." Miss Reilly, it seemed, had got the better of Mr. Peterson in an exchange of insults about neatness. But he had the final word and the ugly ring of it was not to be ignored.

The truth was that Mr. Peterson did have influence. He had been appointed to the board of education permanent custodial staff for services rendered in ward politics. For some unapparent reason he stood in well with the top maintenance officials. It was to the maintenance department and not to the building principal that Mr. Peterson was responsible. He felt free to ignore Mr. Johnson or on occasion to defy him. Had the unfolding story run its full course, the school would have been

completely demoralized.

The solution came in

The solution came in a way as dramatic as it was unexpected. Just who rang the fire alarm at the P.T.A. meeting may never be known. Miss Reilly was innocent for she was sitting right next to the auditorium door when the bell sounded. It was she who raised the call for Mr. Peterson and when he didn't appear took charge of getting the parents out of the building. Her presence of mind was credited with averting a panic. But even so, there was a casualty. Mrs. Dobbins, a friend of Miss Reilly's who helped with the senior class play, apparently tripped on the bottom step just as she reached the sidewalk. Her moans were pitiful and several women took up her cry to

The New Man

His successor, by the happiest turn of fate, was the ideal custodian. The pupils liked him from the first. He was friendly but never in a way that made for troublesome familiarity. Boys and girls who formerly delighted to annoy "old Peterson" were soon convinced that "Mr. Jeffrey" was all right. George Soper, who had almost been conditioned for life against custodians, was overheard saying, "This new guy is O.K."

Miss Moore, George Soper's English teacher, put it somewhat differently. "Mr. Jeffrey," she said, "is a gentleman and the best custodian whom we have had in this school." There was no dissent in the lunchroom. Miss Williams, who had fallen foul of Mr. Peterson

over the three-thirty closing rule, thought it was a relief to have a custodian who was so "understanding." She would never know that Mr. Johnson had told Mr. Jeffrey, in one of their weekly talks, that Miss Williams was an excellent teacher but somewhat slow in clearing up at the end of the day. Mr. Jeffrey had laughed, said that he would start with Mr. Grant's room at three thirty, and then added, "I'll get on with Miss Williams. She puts me in mind of my Aunt Minnie."

It would be too much to say that Mr. Peterson was soon forgotten. Miss Reilly made pointed references to him for months after his inglorious exit. But she was just as frank in her praise of Mr. Jeffrey. Her summary was rather neat. "Mr. Jeffrey has every good quality that Peterson lacked. He's dependable, knows his job inside and out, gets on well with the staff and the pupils, and really pulls for the school. He even has a sense of humor."

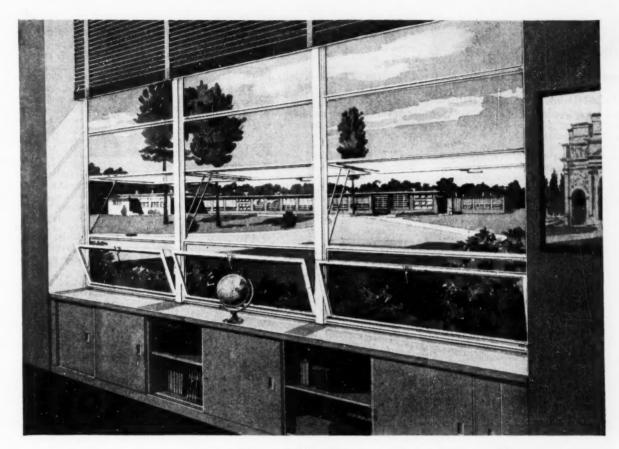
Sense of Humor

In the latter commodity Miss Moore was somewhat lacking. But she was an authority on punctuality, cleanliness, and neatness. Mr. Jeffrey met her high standards on all three. Out of curiosity, she asked Mr. Grant, who had a fondness for boiler rooms, if the new custodian was as particular and efficient in the lower part of the building as he was on the two top floors. Mr. Grant, a science major himself, was emphatic. "Mr. Jeffrey knows his boilers and there'll be no more messes around here with plumbing and electrical fixtures. That man takes care of things. He's particular about everything. He could have majored in science."



The crowded condition of the primary grades in the Medina, New York, schools has caused the board of education to order a special service for five-and six-year-old rural children. A house on land owned by the school district has been equipped for these children and a longer school day, including a supervised lunch and rest periods, has been arranged. Daily, a hot dish is served to supplement the lunches brought from home. The rest periods are enlivened with music, games, and story telling, and in good weather, with outdoor play. Clifford H. Wise, co-ordinator of curriculum, reports that the children return home on the buses, thrilled and eager to return in the morning.

^{*}Assistant Professor of Education, Pennsylvania State College.



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MIDLAND SALARY SCHEDULE

The board of education of Midland, Mich., has adopted a teachers' salary schedule for 1953-54, cálling for a minimum salary of \$3,120 for a teacher holding a B.A. degree and no experience, and working toward a maximum of \$5,460 in 15 years. Additions to the base scale include \$260 for a master's degree, \$130 for an additional degree of the same level as already earned, \$200 for the head of a family, compensation for work

beyond the normal class assignment, and reimbursement for partial expenses for college work done. Prior service, including military, will be evaluated to apply on the schedule up to the eighth year.

OVERTON SCHEDULE

The board of trustees, Overton, Tex., has adopted a new salary schedule for 1953-54, which establishes a beginning salary of \$2,610 for teachers with a B.A. degree but no experience. and meeting the state schedule after ten years experience. The schedule offers an increase of \$207 above the state schedule and is intended to obviate the loss of teachers to nearby communities which offered higher pay. The board allows sick leave to teachers covering a period of three days' leave with pay annually.

TEACHERS' SALARIES

* Wood River, Ill. The school board has approved a new salary schedule for the year 1953-54. The schedule provides a starting salary of \$3,400 for teachers holding a B.A. degree, and \$3,600 for those having an M.A. degree. Teachers are eligible for ten annual salary increments of \$100 up to a maximum of \$4,600. Teaching principals are paid \$600 above the regular teacher's salary, and bonuses of \$400 are paid to teachers acting as coaches and performing similar extracurricular duties.

★ Cincinnati, Ohio. The board of education has approved salary increases for 1150 teachers, effective as of September 1. The schedule calls for a \$100 increase for teachers at the maximum salary and holders of a bachelor's degree; teachers holding a master's degree will be given increases of \$150. Raises for administrative and supervisory personnel will be based so that the same ratio of pay will be maintained between their salaries and those of the teachers. The total cost of the increases will reach \$78,550.

★ San Diego, Calif. The school board has approved a 7.77 per cent increase for school principals and administrators of the central office staff. Under the new schedule, principals' and administrators' salaries range from \$5,775 to \$9,700 per year. Supt. Will C. Crawford received a 10 per cent increase, and Associate Supt. R. C. Dailard, an 11.1 per cent increase.

* Providence, R. I. The school board has approved a plan, giving to more than 60 married teachers on a yearly basis, the \$375 salary adjustment made a part of the permanent salary schedule. The adjustment was made to clarify the original resolution of appointment which carried a footnote that the salaries did not include adjustment but did include a \$600 grant.

* Athol, Mass. The school board has approved a new salary schedule for 1954, which provides additional money, above the regular schedule, if teachers complete a course leading to a higher degree. Teachers with a B.S. degree receiving \$2,600, and those with a master's degree and paid \$3,400, \$3,600, or \$3,800, after each six semester hours' study receive \$50 additional per year. All teachers can work up to \$150 additional per year.

* Weymouth, Mass. The school board has voted to give a \$300 increase to teachers who have earned a master's degree.

★ Vinita, Okla. The board of education has approved new salary increases for teachers in the 1954 school year. New teachers holding a bachelor's degree will be paid \$2,500; and those having a master's degree, \$2,700. Teachers with eight years' experience and a bachelor's degree will be paid a base salary of \$3,300; teachers with the same experience and having a master's degree will receive \$3,500.

★ The school board of Hazel Park, Mich., has revised its salary schedule for 1954, calling for increases of \$200 for 188 teachers on the staff. The salary hike for teachers means that those below the maximum will be raised \$350 next year, which includes the \$200, plus the automatic yearly increase of \$150. Teachers at the maximum get the straight \$200, and principals, a straight \$250. The wages of nonteaching employees, including maintenance and custodial workers and clerks, were raised by \$150.

The schedule progresses by \$150 steps to \$5,000 maximums for B.A. degree holders; and \$5,200 for those with M.A. degrees.



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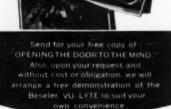


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PERSONAL

★ DR. PAUL C. WILLETT has been elected president of the board of education of Los Angeles, Calif., for the school year 1953-54. Dr. Willett, who was appointed to the board in July, 1952, had been elected to a new four-year term in April, 1953.

★ OLIVER S. NORTHCOTE has been elected president of the board of education at Arcadia, Calif.

★ FRANK O. BREWER has been elected president of the board at Palisades Park, N. J. Mr. Brewer has been a member of the board 11 years.

★ JOSEPH GREEN has been elected president of the board at Tulsa, Okla. Mrs. C. O. WILLSON was named vice-

★ JOHN J. MARGET has been appointed treasurer of the board at Carroll, Iowa.

poard at Carroll, Iowa.

★ B. L. MAIN has been re-elected secretary of the board at Mason City, Iowa.

★ JOE M. EDWARDS has been named president of the board at Marlin, Tex.

★ DR. JAMES E. DONNELLY has been named president of the board at Trinidad, Colo.

★ The New York City board of education has appointed WILLIAM H. CORREALE as head of the Bureau of School Building Construction, with a salary of \$17,000 a year.

Building Construction, with a salary of \$17,000 a year.

★ The board of education of the new community high
school Dist. 232, Elimwood Park, Ill., elected in the
spring of 1953, comprises Fred F. Ecker, president;
JACK C. ROSSETTER, Secretary; J. BRUCC CARROLL;
HAROLD V. HAWKINS; ROBERT M. KRAADEL, NORMAN
H. LOVENDAHL; and LOUIS M. VENTURE.

★ The board of education of Midland, Mich., has reorganized with DONALD D. HALL as president, and
EVERETT N. LUCE as secretary. CHARLES FINK was reelected treasurer.

★ Mrs. Mary Melton has been named a member of the school board at Connersville, Ind., to succeed Rev. William Melton, who died in May, 1953.

* BOYD B. KRIEDER has been elected president of the elementary board at Porterville, Calif. S. H. McLEMORE. was named clerk

* HERMAN MATZKE has been re-elected president of the Union High School and College district board at Porterville, Calif.

★W. J. WALKER has been re-elected chairman of the Tulare Union High School Board at Tulare, Calif.

★ MANLY C. GRATER, Sterling City, has been elected chairman of the board of the Paradise Unified District, Paradise, Calif.

★ A. C. BURDETT has been elected chairman of the ele-mentary school board of Davis, Calif. ROBERT MUNYON is a new member of the board.

★ The new president of the board at Pasadena, Calif., is DR. RAY E. UNTEREINER, of Calteen Technical Institute.

★ The board of education of Kalamazoo, Mich., has completed its annual reorganization with the election of HOMER BRUNDAGE as president, and FRANK MOSS as vicepresident. WILLIAM DONALDSON was named treasurer. A new member of the board is LDWARD A. HINDLEY, elected

★ The 5-man school board of the Grass Valley elementary district, Grass Valley, Calii., has been replaced by a 3-man board. Members of the new board are John Martin, George Ellsworth, and Dr. Waldon Prescott.

LLOYD RIUTCEL has been named president of the board of trustees of the union high school district of Fullerton, Calif. Robert E. Fulton is the new clerk of the board. The school board at Taft, Calif., has reorganized with

★ The school board at Talt, Calif., has reorganized with WILLIAM O. EMICKSON as president, and CARL ROLDING as clerk. CECIL BARTON is a new member of the board. ★ HOMER H. HOLTON has been elected president of the board of the unified school district of Crona, Calif. HENRY A. HOEGER was named clerk.
★ ALBERT E. BOYER has been elected president of the board of school directors at Milwaukee, Wis. Mr. Boyer has been a member of the board 16 years and was president in 1048—49. dent in 1948-49.

★ JOHN C. CRAWFORD has been elected treasurer of the school district of Mount Pleasant, Mt. Pleasant, Pa. ★ D. F. KENT has been elected president of the Carpin-

The Capital Residence of trustees at Carpinteria district board of trustees at Carpinteria, Calif.

★MRS. EDITH K. STAFFORD, Los Angeles, Calif., has been retained as head of the committee of the whole, made up of all six members of the board of education.

★CHARLES LARD has been re-elected president of the board of Martines. Calif.

★ CHARLES LARD has been re-elected president of the board at Martinez, Calif.
★ At a meeting of the board of trustees of Coast Union High School, Cambria, Calif., July 1, Harold H. Watte, Sr., was elected president for the school year 1953-54.
W. Ray Evans, a member of the board 12 years, has been elected clerk, to succeed Paul E. Andrew.

★ The board of education of Port Washington, Wis., at its July meeting, elected Frank E. Hoehn as president: ED Zick was named vice-president; and Mrs. Hugh Greathouse, secretary.

★ The board of education of San Antonio, Tex., has re-organized with E. W. ROBINSON as president, GEORGE B. GUTHRIE has been elected as a member to succeed Harry

H. Rogers.

★ DR. F. A. PLEITA has been elected president on the union high school district board at Salinas, Calif. STANLEY LAWSON is president of the elementary board.

★ MRS. P. D. BEYL has been elected president of the city unified school district board of Sacramento, Calif. JAMES HARVEY WAS named vice-president.

★ JOHN PEPELNJAK has been elected president of the board at Virginia, Minn. MRS. ANNA HANNEN WAS named clerk.

board at V

* HERBERT FRUEHAUF has been named presidenthe Napa union high school board at Napa, Calif.

★ L. E. Morrison, of Exeter, Neh., has been elected superintendent at Wahoo, to succeed P. E. Seidel.

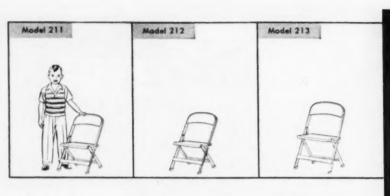
★ Dr. Earl. J. McGrath, who resigned as U. S. Commissioner of Education last sgring, has accepted the position of president of the University of Kansas City. Dr. McGrath entered upon his new duties August 31.

★ The board of education of Waukesha, Wis., has reorganized for the year 1953-54 and re-elected its present officers, including Morgan R. Butler, president, Wyn W. Gliptam, vice-president, R. G. Hieff, secretary; and Markon F. Roulleder, assistant secretary;

★ The board of education of Bolivar, N. Y., has reorganized with the election of Charles A. Chipman as president; Gordon A. Sanford as vice-president; Edward M. Camprell, as clerk; Mrs. Caroline K. O'Boyle as treasurer. Mrs. Eleandr Shaneer was elected a new member.

★ CARROL SYVERSON is president of the 9-man school board of the special school district at Winona, Minn.





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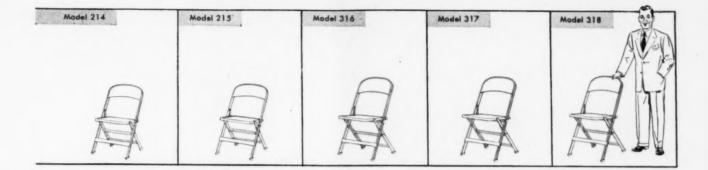
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A Practical Approach Toward Solving Discipline Problems

Leslie Voohees*

Concern is often expressed these days over the discipline problems that arise in the typical American high school. Student conduct is not in an alarming state, but, nevertheless, discipline is one of the foremost problems facing administrators and teachers.

Slipping standards of behavior were the concern of Surprise Valley High School and we decided to do something about it.1 The effort made at this small, northern California high school to raise standards of behavior has produced good results. The procedure followed is adaptable to any high school con-cerned about increasing disciplinary problems.

Deciding on the Problems

At an early faculty meeting, teachers discovered that it was first necessary to come to an agreement as to just what the school's discipline problems were. Lists of these problems will differ from school to school and will also change within the same school. There also will be a wide variance of opinion as to what offense is the most serious and what one the least serious. In our first survey theft was rated the most serious and class cutting the least serious. One meeting was not enough to complete this phase of the program so an additional session was called to help the teachers come to a democratic agreement on the list and the rank of the items.

Once the list was agreed teacher was asked to tally the infractions as they occurred around the school. At the end of six weeks all tallies were collected and the following count recorded:

Theft	0	Tardiness at Class	35
Impertinence or Defiance	7	Attempts to Argue	13
Obscene Notes or Talk	6	Bad Manners	45
Cheating on Tests	7	Inattention in Class	35
Lying About Others	2	Gambling	2
Damaging School		Failure to Meet	
Property	11	Obligations	38
Profanity	68	Truancy	1
Smoking at School	0	Forging Excuses	0
Rordering Disobedience	10	Cutting a Class	2

Armed with this information, a meeting of all students was called at which faculty members presented facts and figures to drive home the point that several behavior problems did exist. It was evident the students were impressed by the data and explanation.

Next came the selection of a student committee to meet with the faculty for the purpose of searching further for solutions. Five members of this committee were elected by the students and five were picked by the faculty. Ten is an arbitrary number; the important point is that student leaders be ap-

pointed to the committee. This meeting took place at a dinner given by the faculty. Several interested adults were invited as a means of acquainting the community with the project. It was also felt that they might well be able to supply valuable suggestions.

Students Offer Ideas

Plans for the meeting with the students were based on the belief that they would have much to contribute to the campaign. They more than came through. The students were very definite in their ideas for the upgrading of manners, individual sense of responsibility, and school

spirit. Constructive criticism was offered regarding the school paper, dramatic produc-tions, and shopwork. They gave practical suggestions for reducing vandalism and profanity. From the students came the suggestion that many of these matters properly belonged in the classroom for further discussion and learning, and that poster contests and talks by outside speakers were good ways to attack almost any of the school's present or future problems.

As the final step in the program, the student leaders made their report at a general assembly. By this time it was apparent that the students were beginning to feel that the whole problem was their problem. That was where it belonged. The words "group preshad begun to enter conversations to indicate the best method of stimulating the desired changes

By this time also, the practical steps taken to deal with the behavior problem were beginning to blend into a philosophy of discipline. It seemed that the best discipline is selfdiscipline, if and when it can be achieved. The decrease in the conduct problems of the high school effected by the program was obvious proof of the value of this approach.

SCHOOL BOARD

HOLDENVILLE BOARD POLICIES

The board of education of Holdenville, Okla., has adopted complete statement of board policies to govern the work of the board, the teachers, and principals.

Under the regulations the superintendent is the chief executive officer. It is his responsibility to execute the policies of the board and to delegate details of the administrative work to other employees. He is required to explain the policies of the board to the principals who will directly carry them out in the respective schools.

The superintendent is required to recommend The superintendent is required to recommend to the board the employment and dismissal of school employees strictly on a merit basis. He must assign teachers each year to positions in the schools. All publicity of the schools must be under the direction of the superintendent. He must approve requisitions of the principals and teachers.

The clerk of the board handles all accounts of the district funds and must pay all bills and

The principals must organize and conduct their in accordance with the board policies outlined by the superintendent. They have the authority and responsibility of assigning all general and special duties to the teachers, subject to the approval of the superintendent.

Principals must hold regular meetings with their teachers at least every four weeks. They have authority over the pupils at all times while they are in the school buildings, on the grounds, and to and from school.

The discipline of the classroom is in the hands the individual teachers and they must maintain the proper decorum at all times.

Principals are responsible for keeping the

school records and making such reports as are required. They must make complete inventories of equipment and supplies at the end of each year and file them with the superintendent. Teachers must co-operate with the respective

principals in every way in administering the schools. They must attend all faculty meetings

promptly and regularly. They must take care of intriures, furniture, walls, apparatus, and equipment. They must keep such records of attendance, behavior, and achievement as are required by the board.

Teachers are expected to spend part of the week ends in the city. They are expected to take part in community activities which they are permitted to select and in which they prefer to participate.

Teachers are expected to attend professional meetings and to fully assume all duties and re-sponsibilities of the position to which they have

been appointed.

It is the full responsibility of the teachers to correct children in the halls, auditorium, or playgrounds, when they are in need of correction.

IN-SERVICE TRAINING PROGRAM

The Milwaukee, Wis., public schools, with the co-operation of the University of Wisconsin, Marquette University, and Wisconsin State College, maintain a program of in-service training for teachers. This program, begun in 1951, has attracted enrollments of over 400 teachers for each semester. Classes offering help in teaching skills and subject matter have enrolled 1083 teachers, or 52 per cent of the total enrollment. As of June, 1953, a total of 1084 teachers and principals have become eligible for reclassification into higher divisions of the salary schedule as a result of the training they received in these classes.

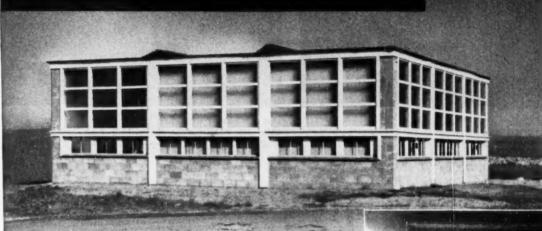
* Parsons, Kans. The school board has voted to adopt the state school retirement system for members of the teaching staff. The local retirement plan, long established, will be continued as a supplemental program so long as those retired teachers now drawing retirement compensation are alive. The present pensions of the old Parsons plan total payments of approximately \$10,-000 annually.

^{*}Dean of Boys, Surprise Valley High School, Cedarville,

Calif.

'This article is a report on the method used at the writers' school in order to improve student behavior of various kinds. The results in general were satisfactory, Grandon Russell, principal, and Roland Ingraham, instructor in the School of Education, Stanford University, gave valuable advice and co-operation.

GLASS goes to CLASS at MISSISSIPPI



Research Finds Better Ways To Remove Harmful Qualities of "Raw" Sunlight

In a specially designed experimental building on its factory grounds, Mississippi, world's largest manufacturer of rolled, figured and wired glass, literally sends its products to class. Various patterns and surface finishes are subjected to school exams in a continuing research on daylighting in the modern school.

Lighting engineers have found that the glare of "raw" sunlight is distracting and harmful in the schoolroom. Uniform, natural, glare-free illumination not only helps protect precious young eyes from dangerous fatigue; it also helps maintain class interest and aids concentration.

As a result of their extensive studies and experience in the important field of schoolroom lighting, Mississippi technicians are prepared to assist you in your glazing problems. They recommend these outstanding Mississippi patterns for their schoolroom lighting qualities:

COOLITE, Heat Absorbing and Glare Reducing Glass—because it not only provides glare-free, natural illumination, but also absorbs nearly 50 per cent of solar heat. Makes seeing tasks easier . . . keeps interiors cooler.

PENTECOR — a handsome, ribbed pattern that affords maximum light distribution. Throws softened, diffused light deep into interiors.

HYLITE—with an attractive surface finish that gives maximum light plus

POLISHED MISCO WIRE GLASS—for maximum beauty and protection. An approved fire retardant (No. 32),

Translucent, light diffusing figured and wired glass by Mississippi is available in a wide variety of patterns and surface finishes. All are "visioneered" to distribute light to best advantage. When you build or remodel your school, specify glass by Mississippi.



Smoke box photo-window glazed with clear glass. Note light loss due to reflection.



Compare above with this smoke box photo in which window has been glazed with a diffusing glass.



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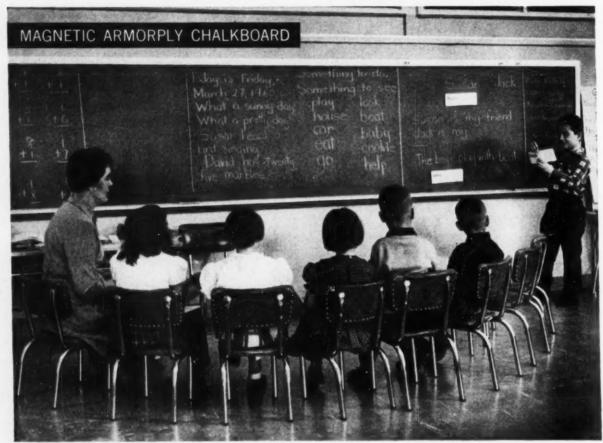


Functional beauty of Weldwood products is the keynote here. Birch Weldwood built-ins are backed by fir Weldwood. Egg crate ceiling is also of fir Weldwood. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

Five practical ideas for

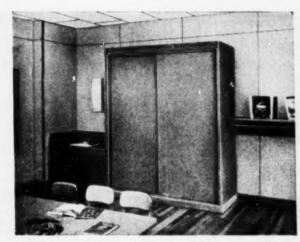


Look what's happened to the old "blackboard." It's transformed to an eye-easy, chlorophyll green. Special porcelain-surfaced steel attracts magnets! Won't scratch,

chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswald, Boyden, Wylde & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on *both* sides. Architect: George A. Dippell.

today's modern schools

Functional, lasting beauty is the contribution of all Weldwood products to the school buildings of the nation.

The little red school house has changed into the big, carefully planned educational institution. Designers of new schools and modernizers of older ones are increasingly specifying Weldwood products because they are as functional as they are beautiful.

Take Armorply Chalkboard, for example. The old "blackboard" now leads a double life! The chlorophyll green color takes chalk beautifully and is easy on the eyes. Because the porcelain-on-steel face* attracts magnets, Armorply® Chalkboard becomes a visual educational aid.

Look at this Weldwood Fire Door with beautiful oak veneer. Its mineral core makes it strong, yet lightweight . . . and it's guaranteed against warping, shrinking or swelling.

Then there's the exciting new Weldwood product— Novoply. It's a beautiful low-cost wood panel which can take rugged treatment whether used as wall paneling or for built-ins and furniture.

Of course there's nothing like the many varieties of Weldwood hardwood panels to add warmth and beauty to every room in a school. And all guaranteed for the life of the building.

When you are contemplating school modernization or new construction, look to Weldwood for functional beauty and long life. Don't hesitate to call on any of the 60 United States Plywood or U. S.-Mengel showrooms, located from coast to coast; or see your local lumber dealer.

*Porcelain enamel surface produced by the Bettinger Corporation.

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NEW PLAN FOR PLANNING ELEMENTARY SCHOOLS

The elementary schools of Ukiah, Calif., are conducting an experiment in administrative procedure during the school year 1953-54, in which the duties of the superintendent are spread over the three schools comprising the school system. The new superintendent-principal for 1953-54 is Jack Simpson, formerly principal of the Pomolita elementary school.

The new plan for governing and administering the elementary schools seeks to insure efficient and democratic functioning in providing the best education for each child in the district.

The administrative area is made up of the board of trustees and an administrative council comprising the district superintendent, the principals, the teacher counselor, the teacher representatives, the school nurse, the chief school custodian, the transportation manager, and the attendance officer.

The board of trustees has final authority in all matters relating to administration and general policies of operation. They are permitted to delegate powers to the superintendent or other persons by resolution.

The superintendent, who is selected by the board from the certificated personnel, serves on a one-year contract. He acts as chief school executive, is a representative of the board, and chairman of the administrative council. The superintendent is located at one of the schools and acts as principal of the school.

The administrative council, which meets one week previous to the regular board meeting, has power to request a review of any school policy or business matter. The work is divided among the various principals, schools, and personnel. The principal acts as chairman of the administrative council, which takes up the building program, general business, school elections, school policies, school bus operation, attendance problems, general cafeteria business, and work load for school personnel.

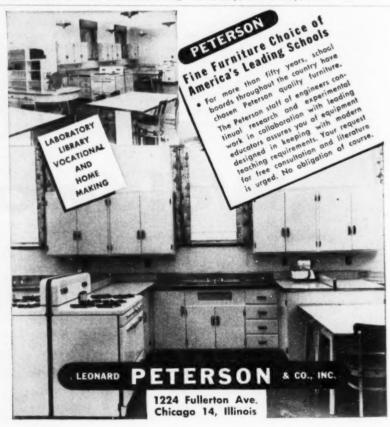
The teacher counselor acts as adviser to teachers and principals, keeps the record of the salary committee and in-service training of teachers, supervises the testing procedure, assists administrative executives in each school, and acts as consultant on book problems and materials, and child grade placement.

The nurse acts as manager of the general health program, determines welfare needs, acts as consultant on pupil placement and teacher and family relationships, and works with organizations interested in children's welfare.

The administrative assistants who are under each principal, are in complete charge in the absence of the principal, assist with personnel matters, help in the selection of supplies and materials, delegate supervision duties for the school building and yard, and assist with other duties that may be assigned to them.

Finally, there is a salary committee, comprising the principal of each school, the supervisor, and one teacher representative. This committee is charged with the duties of recommending salaries, of suggesting salary changes, and acts as a mediator in the settlement of salary problems.

★ New Orleans, La. The school board of Orleans parish has sold \$4,000,000 in school bonds, at a 3.75 per cent interest rate. The bonds are part of a \$10,000,000 worth remaining from a \$25-milliondollar issue. The bonds will mature over a period from May, 1955 to May, 1992.







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When Supervising Principal, Robert Zakary, the Board of Education and the teaching staff planned the beautiful new North School, North Merrick, Long Island, they decided that the use of color and flexible furnishings would play an important part. The recently completed school shown here is an outstanding example of how effective these two factors can be. Every classroom offers the students maximum light and is color-coordinated from ceiling to floor. Simply styled, flexible Heywood-Wakefield Tubular Steel Furniture perfectly accents these pleasant surroundings. Building was designed by Frederic P. Wiedersum, Architect, N. Y. C. Installation of Tubular Steel Furniture was handled by Heywood-Wakefield distributor, Equipment and Furniture Co., N. Y. Heywood-Wakefield—School Furniture Division—Menominee, Mich.—Gardner, Mass.





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★ El Reno, Okla. The school board has adopted a resolution, effective in September, offering oneyear scholarships to all county high school valedictorians, and semester scholarships to salutatorians in the school.

* East Providence, R. I. The school board has completed a survey of the school textbooks, conducted by Francis J. Lally, assistant superintendent of schools. The study resulted in the compilation of a list of approved textbooks and in a standard method of purchase. Under the new plan, school principals will know the exact expenditure involved in ordering new textbooks.

★ Dubuque, Iowa. The school board has abelished the school district teachers' retirement plan, a local teachers' plan, which is being replaced by state and federal pension plans. In order to meet social security requirements, the local plan had

to be dissolved.

* Worcester, Mass. The school board has rejected a proposal to give Worcester Hebrew Day School direct cash assistance in transporting its pupils to the school. It was pointed out that the city council had the final say on appropriation of funds.

★ Milford, Conn. The school board has voted to assist in the development of a program intended to help in the adjustment of emotionally upset pupils. The board approved a recommendation that Dr. Elias Marsh, of the State Department of Health, be retained as a consultant on a weekly basis. Dr. Marsh will go to Milford for a half day each week to sit in on the pupil conferences.

★ Worcester, Mass. The school board has changed its rules to provide for the election of some long-term substitute teachers. Any longterm substitute who has qualified under the merit system will be eligible for election as a regular teacher. Similarly, any substitute who qualifies in the future will be eligible for regular election.

★ The La Mesa-Spring Valley School District, at La Mesa, Calif., has followed the practice of inviting school board members to attend conferences called by the school administrators. It has become the custom for at least one member to attend a meeting, along with the superintendent, the director of education, or another administrator. Such meetings cover all phases of school management and board members are able to keep well informed and able to render decisions regarding the educational program. In this way, closer co-operation and understanding are being developed between the board and the administrative officials.

★ Lawton, Okla. The school board has approved a new set of rules and regulations to govern the duties of the board, the superintendent, and the principals. The rules also set up definite policies governing sick leave, attendance, use of building, purchasing of supplies, corporal punishment, the control of school activity funds, and the working hours of school employees.

* Steps have been taken for a school survey in Calhoun County, Mich. This is a second survey, which will cover a study of school service areas, of which there are seven in the county. The study will gather information on population and enrollment to determine present and future needs in buildings and equipment.

* Topeka, Kans. The board of education has

decided to resume its discussion of racial segregation in the public schools. The questions involved are the intent of the framers of the 14th Amendment; the opinion of counsel as to whether the court has the power to eliminate segregation; and if it does have the power, what is the best way to do it? The board has filed a brief in the State Supreme Court.

★ Oklahoma City, Okla. The school board has decided to inaugurate new activities to take the place of high school fraternities when these societies cease to exist next fall. It is planned to expand the student body activities, with activity supervisors in charge of each school.

★ Phoenix, Ariz. The high school and college boards of Phoenix have voted to abolish racial segregation in the high schools. The doors of all seven high schools have been opened to students of all races. The action wiped out the last vestiges of racial segregation on the high school level in Arizona

New York, N. V. The school board has raised the minimum entrance age to the kindergarten to 4 years 8 months, effective in September, 1953. Children under that age will be admitted next fall if there is room for them. Children so admitted will be retained for a two-year period.

★ The New York State Education Department has reported the creation of 14 new central school districts during the past school year. These new districts have absorbed 238 smaller rural districts and bring the total to 445 since the establishment of the program in 1925.

* Pittsburgh, Pa. The school board has received a recommendation of its special committee on wages and salaries, calling for increases for school board employees amounting to a total of \$300,000 per year.





Chrysler Corporation salutes the man who ferries the merriest, shiniest, most valuable cargo on earth...

the school bus driver. Amid wriggles and tumbles and scuffles and spitballs...pelted with laughter and tickled with pigtails...he keeps a cool and magnificent command of the road in front of him, and the loads behind him. Next time you pull to a stop beside him, when he's gathering them in or letting them out so safely and patiently, take a good look at a man who is everything that a driver should be.

ALTOGETHER some 7 million American boys and girls get to school and back by bus. Some 120,000 grown-ups carefully take the wheels to get them there. Some are full time drivers. But many are public-spirited citizens who take time out from their regular duties to make the school-bus rounds.

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by EDGAR A. GUEST

that Chrysler Corporation engineering and construction stands for in any motor vehicle.

But it is just as fellow citizens that we are especially proud to salute the skill and responsibility of the men and women who twice a day pick up so much of America's future to deliver it safely to school and then back home.

This message about people we all like is presented by your PLYMOUTH • DODGE • DE SOTO CHRYSLER • DODGE "JOB-RATED" TRUCK dealers, and

CHRYSLER CORPORATION

He takes to school the children small.

A service done for us

And watches over one and all— The man who drives the bus.

He shares the children's chatter gay, To them his name is known. He guards them safely day by day As though they were his own. Not lightly can his task be faced, Fair days, or snow or rain. In him the parents' trust is placed. To bring them home again.

Oh school bus drivers, one and all' Be heartening it must To have the care of children small And know so great a trust,

If you would like a reprint of this poem, suitable for framing, write Chrysler Corporation. Dept. RSI, 311 Massachusetts Ave., Detroit 31, Michigan, Copyright 1953 Chrysler Corporation

This advertisement appears in LIFE Sept. 14, 1953



VANCOUVER MEETS BUILDING PROBLEMS

The city of Vancouver, Wash., having a population of 41,664, is a growing industrial community and has been faced with serious school problems, among which were the redistricting of the school population and the construction of new buildings for elementary, junior high, and senior high school students.

The school board and Supt. A. D. Whitenack began a study of the problems with a meeting of architects, state department specialists, members of the citizens' committee, the board, and the school administrators.

The study was centered on suggestions for the planning and construction of three buildings, a \$2,000,000 senior high school, a \$500,000 junior high addition, and a \$250,000 elementary school.

REDWOOD CITY SURVEY

Faced with a rapidly increasing school enrollment by 1962, the Redwod City, Calif., elementary school district has employed two Stanford University professors to conduct a school planning survey.

Professor William R. Odell and Associate Dean

James D. MacConnell, who head the school planning consulting service at the Stanford School of Education, have been employed by the board to conduct the survey. Between now and next June, these experts will develop a plan for school building construction which is intended to keep pace with prospective increased enrollments and other factors through the next ten years.

BIRMINGHAM BUILDING PROGRAM

The board of education of Birmingham, Ala., has approved a new school building program, to include four elementary schools, one junior high school, one senior high school, and 24 additions to schools. This portion of the contemplated program, to cost \$3,000,000, will be followed by a section portion, to cost \$2,000,000. The building program will be financed in part by a 5-mill ad valorem tax levy which is expected to yield \$5,000,000.

SCHOOL BUILDING COUNCIL

At the suggestion of the school board of Connersville, Ind., a school building advisory council has been formed to assist the board with problems relating to new school buildings. Officers were elected and an executive committee was named to guide the Council's activities. The Council separated into three groups for a study of school building needs, school sites, and methods of financing new school buildings. The Council will receive the reports of each group and make its recommendation to the board.

The school board has completed a new addition to the junior high school, at a cost of \$479,536. The building was entirely financed with a 40-cent cumulative building fund tax.

AN ATHLETIC STADIUM

The board of education of Thomaston, Ga., has been engaged for the past year in plans for an athletic stadium, to provide a 6500 seating capacity and to include tracks, tennis courts, and softball diamonds. The board has obtained a 32-acre site as a gift and has received donations to a fund amounting to a total of \$180,000.

The board estimates that the total cost of the project will reach \$245,000. When completed it will afford recreation for the entire county and will be available to 6000 students. The members of the board are C. C. Salter, chairman, W. K. Woodall, A. J. Nelson, M. M. McClellan, J. R. Gladin, W. H. Thomas, and Dixon Adams.

BUILDING PROGRESSES

Supt. J. J. Brewbaker, of Norfolk, Va., in his latest report for the school year 1952-53, traces the progress of the school system both in regard to physical facilities and to the educational development of the school system.

The report calls attention to the completion of two elementary schools in 1952. These schools, each comprising 22 classrooms, are expected to take care of the current increase in school enrollment. The board has ordered the construction of 40 new temporary classrooms, at a cost of \$280,000, to house the new pupils expected in September, 1953. The new buildings, to be occupied in September, consist of five permanent structures, two additions, a homemaking department, an art department, a health clinic, a music department, and additions to the gymnasium and locker rooms, and the school shops.

locker rooms, and the school shops.

During the school year 1953-54, the board isplanning a new junior high school, a 22-classroom elementary school, and additions to three schools where the congestion is greatest.



 Wherever there are many hands to wash, Bradley Washfountains provide the maximum facilities in least space, insure against contagious contacts; reduce water consumption, cost of piping connections and maintenance.

The sprayhead supplies water, and with foot-control it is turned "on" and "off" with no contact of hands except with the clean running water. Up to 10

are served simultaneously at the fullcircle 54-in. bowl, 6 at the 36-in. bowl, and 6 at the 54-in. wall-type (semicircular).

All models available in pre-cast stone, enameled iron and stainless steel—fully described and illustrated in Catalog 5204. BRADLEY WASHFOUNTAIN CO., 2223 W. Michigan Street, Milwaukee 1, Wisconsin.



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D1515 CHAIR DESK. Three seat heights - 13, 15, and

17 inches - with adjustable writing tops to fit all ages. Special bracing holds top rigid all ways.



labs, etc. 13, 15, and 17 inch seat heights.



TABLET ARM CHAIR. Rigid, 7-8 inch maple tablet arm. 17 inch seat height with enclosed book compartment or twin stretcher bracing.

If you need 50 or more of any Streamliner seating, write for special delivered prices and a sample. Fully described in Bulletin C-519 . . . write for it today.

Beckley-Cardy Company 1632 indiana avenue o chicago 16, illinois



★ Luſkin, Tex. The board of education has adopted a policy of continuing contracts for teachers who have served a probationary period of one year. Annual teacher elections have been eliminated.

★ Auburn, Mass. The school board has reaffirmed a rule providing that all school employees retire at age 70. The action was taken following a petition of a school employee who requested that the rule be set aside and that he be permitted to continue in employment of the school department.

* The board of education of Sweetwater, Tex.,

has completed the reorganization of the schools on the six-two-four plan, with four elementary schools, a junior high, and a senior high school. The vocational program, the band, chorus, and athletic activities will be strengthened this year.

★ The board of education of the Uintah school district, Vernal, Utah, has established a visiting teacher service for students home-bound because of physical handicaps. A total of 12 students were enrolled in the program this year. The board is also sponsoring a crippled children's clinic, to be held in September and October, at Fort Duchesne.

★ Los Angeles, Calif. The board of education has made provision in its 1954 budget for 5 per cent salary increases for all teachers. The teacher pay plan pays teachers an average increase of \$250 a year, plus their regular annual increments, and point pay. The schedule raises the

top scale to \$7,000 for teachers with a doctor's degree and 98 points. Those holding a master's degree will receive above \$6,140 a year, effective July 1 1954

★ Milwaukee, Wis. An extensive program in welfare and special education services is being conducted in Milwaukee, under the direction of Dr. Elden A. Bond, assistant superintendent in charge of special services. In addition to this program, several classes have been established for emotionally disturbed children.

★ Oklahoma City, Okla. The school board has decided to prohibit high school sororities and fraternities. Students of the eleventh and twelfth grades will be permitted to continue membership until they graduate. The board acting under a new state law has set a policy of slow death for social clubs, and is working on a plan for effecting the ban.

★ Denver, Colo. The city and county has been given permission for a second new television station on channel six. The station will be conducted by the school board and will operate closely with the Opportunity School.

★ Governor Lodge of Connecticut has appointed a commission of 12 members to study the possibility of establishing a system of educational television in the state. The Federal Communications Commission has allocated three channels for education.

★ The board of education of Northampton county, Cheriton, Va., has completed the building of a regional high school building to accommodate the students of the suburban area. The board has discontinued the use of all one, two, three, and four-room schools in this area.

★ New York, N. Y. The greatest school construction program in the city's history, involving an expenditure of \$100,000,000, has been announced for 1954 by Charles J. Bensley, chairman of the board of education's committee on buildings. The new program will provide thirty new schools and additions. In addition, \$20,000,000 will be allocated for the modernization and improvement of existing buildings, and \$10,000,000 for new school sites.

★ Beginning with September, 1953, the elementary schools of the Wood River-Hartford Dist. No. 104, Wood River, Ill., will offer a course in French on an experimental basis. The school board believes that world conditions point to a need for more modern language study, especially in the elementary schools.

★ President Eisenhower has signed a law, which extends the present book postal rates to 16mm. educational films and related materials. The effect of the new legislation is to encourage increased use of educational films and to effect a saving of \$3,500,000 annually to users of these films.

OBSERVE JUBILEE

The schools of Salida, Colo., are observing their "diamond jubilee" this year as they have served the community educationally for 75 years. The first schools in the little settlement on the "Upper Arkansas river" were organized and ran for three months in the year 1879–80 with a single teacher and a handful of pupils on hand. The system has been in continuous operation and is now employing 44 teachers and enrolling nearly 1100 students.

Supt. L. A. Barrett reports that the high school is not quite as old as the elementary schools as the upper grades were not added until 1890.

The Salida schools celebrated in still another way recently as they retired their last bond and became one of the only first class districts in Colorado to be entirely debt free.



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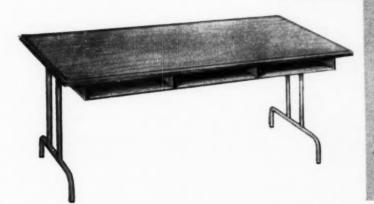
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NEW PUBLICATIONS for School-Business EXECUTIVES

The Tenure of Indiana School Administrators

By Raleigh W. Holmstedt. Paper, 36 pp. Bulletin No. May, 1953. School of Education, Indiana University,

3, May, 1953. School of Education, Indiana University, Bloomington, Ind.

This study of Indiana superintendents extends to 714 men who served between 1931 and 1951; 437 different superintendents administered city and town school systems, and 277 served in county offices. The former group were employed in 253 superintendencies on contract; the latter were elected in 92 counties for four-year terms. The average turnover in the towns was 8 per cent per year, and in the counties 28 per cent every four years, with additional losses of 3 per cent every four years, with additional losses of 3 per cent annually. In all, the demand for new superintendents was 9 per cent of the positions per year.

Relatively few superintendents changed positions; only 58 held more than one job and these made only 77 moves. Only 47 moved to larger towns; 20 changed to schools of about the same size; 10 per cent went to smaller schools. The median tenure was four years. About 23 per cent of all beginning superintendents ended their service in less than five years—a heavy professional loss.

"The typical superintendent in Indiana has had six "The typical superintendent in Indiana has had six years' experience as a superintendent, five or six years' experience as a high school teacher, and four years' experience as a high school principal prior to appointment. Less than 10 per cent of the superintendents have had a background of teaching and administration in the elementary school field. This is an important fact in the preparation of superintendents, for the lack of experience in elementary education must be overcome to produce strong administrative leadership. The typical superintendency was held by three different superintendents during the 20-year period, 1931 to 1951. This is an average tenure of seven years. Nine city systems and five county systems had five or more superintendents each in the 20 years. each in the 20 years.

each in the 20 years.

"Taken as a whole, the superintendents are relatively stable and the tenure is fairly satisfactory. In a few systems the frequent change of administrators precludes any possibility of continuity in administration, but these are small towns and county systems which do not represent a significant proportion of the school systems."

Compendium of State Government Finances in 1952

Compiled under the direction of Allen D. Manvel, chief of the. Governments Division, Bureau of the Census. Paper, 65 pp., 25 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The report shows that education accounts for a larger fraction of state expenditures than any other function. In 1952, the states spent 4,026 million dollars for education, or 8.8 per cent more than in 1951. A total of 2,525 million dollars was in the form of fiscal aid to local governments for the support of public schools, as against 2,248 million dollars in 1951, and 2,054 million dollars in 1951 and 2,054 million dollars.

Teachers' Salary Schedules in 216 Urban School Districts, 2500 to 30,000 Population, 1952-53

Paper, 40 pp., \$1. American Association of School dministrators, 1201 — 16th St., N.W., Washington 6,

D. C. The third circular presenting schedules for regular class-room teachers for the year 1952-53. The pamphlet reports on 216 schedules in city school systems giving detailed salary schedules for teachers, and the rates of pay for school clerks and custodial employees, including median, minimum, and maximum salaries, cost-of-living adjuents, and differentials for sex and dependents. Imprement is noted in the status of teachers.

Schools: Our Best Investment

Paper, 6 pp. Prepared and published by the board of school directors, Milwaukee, Wis.

A message to the citizens on the current extensive

Planning for the Acoustics of Music Rooms

By James F. Nickerson. Paper, 14 pp. Reprint from Kansas Music Review. Available from author, Department of Music Education, University of Kansas, Lawrence. The development of good acoustics in school music rooms depends on the solution of two problems: (1) the exclusion of unwanted noises or sounds from the rooms class the prevention of the escape of sounds to the annoyance of the rest of the school), and (2) the control of sounds within the rooms to give adoptive performance of counds within the rooms to give adoptive performance. of sound within the rooms to give adequate performance

conditions for the music maker and listening conditions for hearer or hearers. The present study discusses a wide range of phenomena

and technical facts concerning sound and the planning and finish of rooms for producing favorable sound control con-ditions. It takes up the specific problems and methods of reducing noise to favorable limits for producing music and reducing noise to favorable limits for producing music and hearing it, and for controlling the transmission of music sounds through structural building units. Finally, the author lays down five good sound conditions which the nusic performer needs—and which will also save the listener. These are: (1) low level background noises: (2) good separation and definition of individual musical sounds; (3) proper reinforcement of musical sounds by reverberation and controlled echo to afford resonant and full quality of desired sound: (4) good distribution of sound; (5) good total acoustic conditions in the room independent of the size of audience. The author also adds a number of practical observations concerning the arrangea number of practical observations concerning the arrange ent and the use of music rooms and auditoriums for tter music performance and enjoyment.

Guide for Planning Elementary Schools in the State of Washington

State of Washington

By Thomas L. Hansen, Herry W. Berry, and Thorkel M. Healand. Paper, 45 pp. Published by the State College of Washington, Pullman, Wash.

This deceptively brief, but comprehensive, outline of the steps for planning elementary school buildings is addressed to school boards and their executives. It justifies on practical grounds the need for lone-term planning of not only a proposed building but of the instructional elements and the whole gamut of community and social details and especially the economic program. As a second preliminary element of success the leadership of the superintendent and the board of education is ureed, supplemented by the professional service of architects, educational consultants, and the co-operation of the people of the community. In addition to procedures for developing a master plan of action and specific techniques of emologing and fixing the functions of the professional aids, the study recommends the basic procedures of site selection, classroom and over-all building planning, design and finish of such special rooms as the gymn-sium, auditorium, library, etc.: the determination of the quality of construction, materials, etc.: the letting of contracts and supervising the construction. Finally, the study discusses the public relations of the program, and the concluding actions of the board. An anoendix suggests materials and methods of construction adapted to the state of Washington. The Guide is more practical than the average publication in this field.

Auditoriums

Auditoriums

Pameblet No. 2. Planning Schools for Use of Audio-Visual Materials. Paper, 36 no. Price, \$1. Department of Audio-Visual Instruction, N.E.A., Washington 6. D. C. This study of the school auditorium sets un standards for the size and shape of auditorium rooms and for such elements of use as seating arrangements, acoustics, ventilation, wiring, and lighting, etc. The approach is entirely from the standpoint of equipment and for using audio-visual aids. The recommendations for selecting and locating projectors, screens, and other audio-visual equiplocating projectors, screens, and other audio-visual equin-ment are specific and fulsome. The materials presented add a useful point of view to the planning of the audi-torium for the total range of school and community uses.

Michigan, My Michigan

By the Board of Education of the City of Grand Rapids, lich. Cloth, 192 pp., no price given. Board of Education, 234 North Division Avenue, Grand Rapids, Mich. The need for accurate and interesting information about Michigan at the fourth-grade reading level promoted the Grand Rapids board of education to sponsor the publication of this delightful book. The reading matter was compiled by a teachers' committee of ten members; the full-page illustrations were drawn by Grand Rapids mentary school children who read the material be

The style and content of the book are especially adapted to the fourth-grade level; in thought and language the material is presented for that level; the book, in format and type size, is ideal for nine- and ten-year-olds. The and type size, is ideal for nine- and ten-year-olds. The sections describe, historically and contemporaneously, Michizan as a playground; Indians of the state: the exploration of the state; the Michigan fur trade: stories of the long ago; state travel and communication; the Michigan industries: the state's schools: and others. The Grand Rapids board of education is to be constatulated on this worth-while project, and the manner in which the help and interest of teachers and children alike has been employed. Perhaps other state groups can do as much to foster interest in the pride of their respective states in this same way. They certainly should.

You Want to Know

Compiled by James A. Lewis, Supt. Paper. 31 pp. Published by the board of education, Dearborn, Mich.

This report is almost entirely devoted to the school uilding construction problems of the city. In addition buildings scheduled in the 1948 and 1950 programs, it has been necessary to expend \$777,895 on new schools and sites not anticipated in the earlier planning.

Salaries and Salary Schedules of Urban School Employees, 1952-53

Paper, 28 pp., 50 cents. Bulletin No. 2, April, 1955. National Education Association, 1201 Sixteenth St., N.W.,

National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

A report on a survey of 2647 urban school districts. The study covers 68.5 per cent of all urban school districts above 2500 population and 84.1 per cent of more than 30,000 population. The report takes up trends in salaries paid 1930-31 to 1952-53, the range and distribution of salaries paid, the relationship of median salaries, and the salary schedules for regular classroom teachers. For classroom teachers in cities of 500,000 and upward the median of all classroom teachers in 1952-53 was \$4,953; for teachers in cities of 30,000 to 500,000 the median was \$3,932; in cities of 30,000 to 100,000 it was \$3,889; group IV, 10,000 to 30,000, median, \$3,615; group V, 3,000 to 10,000, median, \$3,361; group VI, 2,500 to 5,000, median, \$32.75.

The Local School Facilities Survey

By Harold H. Church, Paul W. Seagers, and others. Paper, 96 pp., \$1. Bulletins Nos. 1 and 2, January and March, 1953, School of Education, Indiana University, Bloomington, Ind.

In a series of simple chapters five experts of the Indiana In a series of simple chapters five experts of the Indiana University School of Education outline the need and describe the practical techniques which school authorities, confronted with school plant and school improvement needs, may use to carry on local school facilities surveys; There is hardheaded advice for: (1) making the community background study; (2) estimating plant needs in future population and enrollment estimates; (3) evaluating present buildings and determining needs for remodeling set for new operatorics. (A) removable removable transports and for new construction; (4) replanning pupil transporta-tion; (5) studying the local financial resources and developing workable, long-range tax and bond programs; (6) writing up the survey and "selling" it to the com-(6) writing up the survey and "seling" it to the community. The authors maintain that the survey is not an end in itself. Its purpose is to get the facts relating to the school and the community and to so organize them that the planning authorities will be able to plan and carry out the building program for the future.

Better Board Meetings

By Mary Swain Routzahn. Cloth, 112 pp. Published by the National Publicity Council for Health and Welfare Services, New York 10, N. Y.

While this book discusses the board meetings of health While this book discusses the board meetings of health and welfare agencies and is probably simpler than any book would be which is devoted to betterment of meetings of boards of education, it does have an interesting point of view: It advocates participation on the part of lay board members in the planning of the professional social workers and urges the centering of meetings on the idea of better understanding and greater attention to the basic work of social agencies. More school boards should center their meetings more definitely on better understanding and improvement of the basic work of the schools.

Statistics of State School Systems, 1950-51

By William A. Jaracz. Paper, 12 pp. Bulletin No. 367, March, 1953. U. S. Office of Education, Washington

25, D. C.

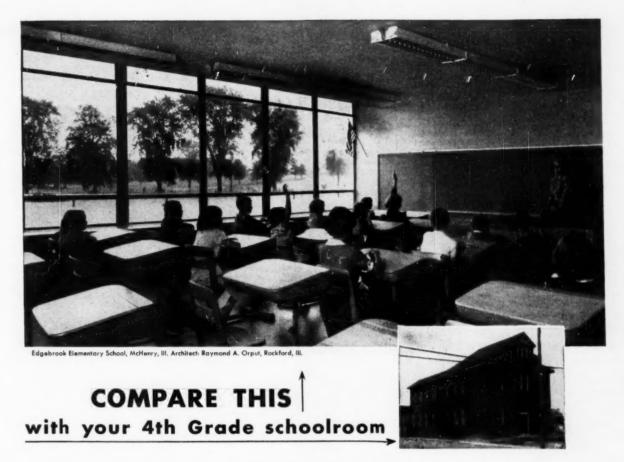
This circular presents basic statistical data regarding staff, pupils, and finances of the elementary and secondary schools for the year 1950-51. The report contains tables on the five financial indexes for the 48 states, the total school enrollment increase from 1949-50 to 1950-51, the current expenditures per pupil in full-time day schools, the attendance in public day schools, and the revenue and nonrevenue receipts of the schools by source, region, and state. The total enrollment in both elementary and secondary schools was 25,706,000 and the total expenditure for all day-school pupils was \$5,100,520,000. The total revenue receipts amounted to \$5,946,828,000.

Managing a School District Insurance

Program

Compiled by George A. Eichler and N. E. Viles. Paper, pp., 50 cents. Published by the American Association School Administrators, 1201 Sixteenth St., N.W., Washington 6, D. C.

This high-priced pamphlet outlines the problems of school property insurance and recommends widely accepted procedures for: (1) determining coverages, (2) writing policies and distributing the business among local agents, (3) keeping records, (4) improving building construction and housekeeping for reducing premiums, and (5) con-sidering self-insurance in large cities. The recommendations made should be "musts" in small and medium-size school



Remember your fourth grade schoolroom, how dark it seemed inside, how cooped-up you felt, especially on a spring day when the world was in bloom and you could barely see out?

Compare that with the daylight flooded classroom above. See how the wonderful wall of clear glass extends the room into the world beyond. There's no cooped-up feeling here!

There are many other good reasons for Daylight Walls. Illumination costs are reduced. Clear, flat glass admits more natural light than glass in any other form. When properly used, it can eliminate shadows, which cause glaring contrasts and eye discomfort. Notice the evenness of the lighting on the desk of the children in this photograph

taken without the aid of artificial lights.

When you build with large sheets of clear glass you provide, too, a wall that is inexpensive to construct (no masonry, lath, plaster or paint). And it's easy to clean, permanently beautiful. In the box below, you'll find facts on *Thermopane** insulating glass that helps to reduce heating costs, adds to comfort and shuts out distracting noise.

If you are interested in school design, you will enjoy reading the newest authoritative book on daylight illumination, How to Get Nature-Quality Light for School Children. Principles set forth are applicable for other buildings, too. For a free copy write Libbey' Owens Ford Glass Co., 4093 Nicholas Bldg., Toledo 3, Ohio.



Thermopone insulating glass is widely and successfully used. Thermopone with $\frac{1}{2}$ s of dry air hermetically sealed between two panes has twice the insulating value of single glass. This minimizes chilliness, drafts and heat loss at windows in winter. Thermopone cuts airconditioning costs by reducing the amount of heat entering during summer. It cuts out 44% more noise than single glass. Write for Thermopone literature. Libbey-Owens-Ford Glass Company, 4093 Nicholas Building, Toledo 3, Ohio.



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ORGANIZE CITIZENS' COMMITTEE

The board of education of Richmond, Calif., has created a citizens' committee, to assist the board in preparing plans for a school bond election and in planning the actual school building program.

The board is at present engaged in procedures for the planning of a new junior-senior high school and the special facilities to be offered in the building. The building will be financed with federal aid and is one of the first schools in the state to be approved by the U. S. Office of Education.

CENTRAL KITCHEN?

The Los Angeles, Calif., board of education has under consideration a plan for centralizing all food preparation for the school cafeterias in a central kitchen. The plan will be tried out in the large kitchen of the Harbor Junior College and 11 elementary schools in the San Pedro area will be served by truck deliveries. Associate Supt. G. M. Hoyt believes that the plan which is in use in other California cities will provide economies not possible when the cooking is done in small, self-contained kitchens.

BISHOP SALARY SCHEDULE

The board of trustees of the union high school district of Bishop, Calif., has adopted a new salary schedule for 1953-54, which starts at \$3,600 and goes to \$6,000. Teachers holding an A.B. degree and a valid credential start at \$3,840 and go to \$4,500; those with an A.B. degree and 30 credit units begin at \$4,080 and go to \$5,760;

and those with an A.B. degree and 48 credit units start at \$4,680 and go to \$6,000. Teachers who have reached the top salary of \$5,000 will receive \$5,520 in 1954, plus annual increments in the following years up to \$6,000.

PROPOSE JUNIOR COLLEGE IN CLEVELAND

School administrators and members of school boards in the Greater Cleveland area, Cleveland, Ohio, have been petitioned to establish a two-year junior college in the city. The proposals came from the Cleveland Commission on Higher Education, of which Supt. Mark C. Schinnerer of Cleveland, is a member.

The commission members have recommended that the new school be established at Fenn College in the downtown district. President G. Brooks Earnest, of Fenn College, issued a statement to the effect that it was possible the two-year program would be started in the fall of 1954.

Commission members, headed by W. R. Burwell, vice-chairman of the Clevite Corporation, explained that the program will offer a two-year collegiate education, to include courses in general subjects such as English, and specific training in vocational skills such as secretarial science. The Commission believes that a two-year collegiate course is the aim of many young people. They find that a four-year course is too long and they are not interested in the traditional college subjects leading to a bachelor's degree. On the other hand they desire the skills and the knowledge to be gained from a post-high school education, and a two-year course will meet their needs and interests.

NEW EDUCATIONAL PROGRAM

Supt. Joe McNiel, of Wichita Falls, Tex., in his annual report, stated that a city-wide emphasis has been placed on the teaching of the fundamentals. A renewed interest has been created in spelling and the pupils participated in a spelling bee over radio station KTRN. Stress also has been placed on teaching the American way of life and the necessity for free enterprise. The physical education program from grade one through twelve has been developed, with specialized instruction in gymnasium work, basketball, tennis, and football at the junior high and senior high school levels.

W. C. FORESMAN PASSES ON

William Coates Foresman, a former treasurer and a director of the Scott, Foresman Company since its organization in 1896, passed away in Tucson, Ariz., on Sunday, July 19, after a prolonged illness He was 88 years of age.

The Foresman brothers, Coates and Hugh, with

The Foresman brothers, Coates and Hugh, with E. H. Scott, were the trio which laid so well the sound foundations of the Scott, Foresman Company. It can be said without exaggeration that their keen foresight and wise business policies were the good seeds which resulted in such a vigorous growth of the firm. Coates, especially, in his active years, was a great stabilizing force, always considerate and helpful friend of any and all members of the business family.

Mr. Foresman is survived by his brother H. A. Foresman and a daughter, Mrs. William Small, of Tueson

**CLAIR L. TAYLOR, on July 1, assumed the office of State Superintendent of Public Instruction of Michigan, succeeding Dr. Lee M. Thurston, who became U. S. Commissioner of Education. Mr. Taylor has named Norman E. Borgerson and Edgar L. Grim as his deputies.



Good Locks add more than good looks

In a handsome building like this, Sargent Integralocks provide rich and fitting decorative accents. Yet their chief job is not decoration but long time protection.

Ability to serve a long time is especially needed in school buildings. Only rugged, carefully-built lock equipment—like Sargent—can shrug off the strenuous near-abuse that young children and teen-agers dish

out, day after day, for years on end.

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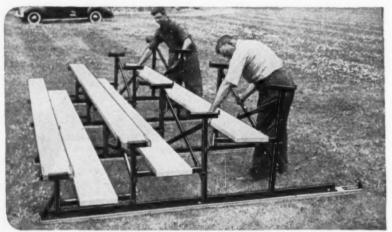
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Viewed from every important angle . . . safety, structural strength, simplicity of assembly, comfort, long life, selectivity of sizes . . . these grandstands (built to hold more than 4 times the rated live weight load) always meet and usually surpass the most rigid requirements. Erected on concrete slabs or foundations, they make truly permanent installations. Mounted on 2" x 6" ground sills, they are easily portable from one location to another . . . indoors or outdoors. Yes, Universal Steel Grandstands

meet every seating need. So don't delay. Arrange to accommodate the crowds by increasing seating facilities this safe, economical way. Just select the plan you need from table below or send us your specifications. Complete catalog and prices free on request.

Elevated type (above) has 40" walkway across front. In the conventional type (inset), first row seats are 16" above ground level. Both types provide 18" leg room and 24" front to back per row.



TYPICAL SEATING PLANS (Many other sizes and group lengths available) PLAN No. 1 No. 2 No. 3 No.

PLAN	No. 1	No. 2	No. 3	No. 4
Length	90′ 0″	138′ 0″	198′ 0″	234' 0"
Rows High	8	10	10	12
Capacity	520	1000	1430	2028

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No special tools are needed to erect Universal Portable Steel Grandstands. They are easily assembled and just as easily knocked down for moving from one location to another . . indoors or outdoors.



The Perfect Answer

It happened in that den of gossip, a teachers' rest room in a suburban high school. No one dared laugh but many a smile was smiled at the memory of the repartee.

A charming substitute teacher had been having a deadly experience due to a master-brain who kept her on the alert. The master-brain had attended a lecture by that great scientist, Arthur Compton. She was reporting with glee that Dr. Compton had made an error in grammar—he had split an infinitive! The usually mild pickedon sub quietly remarked, "Those who can split atoms should be allowed to split a few infinitives, don't you agree?"—Exchange.

More Serious Than Humorous

There is a serious point concealed in the following story which has been going the round of the financial sections of the press. J. A. Livingston, financial editor of the Philadelphia Bulletin, writes:

A successful business man, visiting his Alma Mater, dropped in on the economics professor. Recalling that he used to have trouble with the economics examinations, he asked to see some of the current papers. Noting them casually, he observed: "These are the same old questions."

"Yes," agreed the professor "we never change the questions."

"But," objected the visitor, "don't you know the students will pass the questions on from class to class?"

"Certainly," was the bland response. "But in economics, we are constantly changing the answers!"

His Difficulty

According to "Pleasures of Publishing," a Columbia professor's wife, arriving at a campus box office to take her turn at selling tickets to a performance for children, was just in time to overhear this exchange between the lady she was relieving and a six-year-old boy:

"How much is a ticket?"

"Ten cents." The boy took out a dime, then hesitated.

"How long is the show?"

"Forty-five minutes."

He shook his head and moved away. "Can't go. My span of attention is only twenty minutes."

Art is universal, and none of us can escape its use. Many make it their hobby as well as their vocation. That is why the subject of art education plays so vital a part in the daily education of youth. That is the reason why school authorities are eager to give this important training to every boy and girl in their schools. Those with little, as well as those with great talent, must receive its influence into their lives.—George T. Miller, Pennsylvania Department of Public Instruction.





★ James H. Smitts, formerly principal of the Lane Technical High School, Chicago, Ill., has been elected district superintendent of schools, to succeed Oscar

* HERMAN L. SNYDER, Fowler, Ind., has accepted the rintendency at Cannelton.

superintendency at Cannelton.

**O. L. Johnsson, of Clay County, Ind., has been elected superintendent of schools at Greencastle, to succeed L. O. Zieg.

**SUPT. FRED H. WANDREY, of Green Bay, Wis., has been re-elected for another year, at a salary of \$10.000.

**JOHN PICTON, of Red Lodge, Mont., has been elected superintendent of schools at Stanford.

★ DANIEL C. BEANDNER, of Plains, Kans., has accepted the superintendency at Elkhart, where he succeeds Raymond Harrison.

mond Harrison.

**SUFT. VERN E. MAYOR, of Hinsdale, Mont., has been re-elected for the next school year.

**DONALD COLE, of Stanford, Mont., has accepted the upperintendency at Ryegate.

**SCOTT MILLIGAN has been elected superintendent of schools at Longview, Wash, to Succeed E. J. McNamara.

**M. F. CHRISTIE, of Fonda, Iowa, has accepted the

★ M. F. Cheister, of Fonda, Iowa, has accepted the superintendency at Holstein.

★ EUGENE L. JOHNSON, Kankakee, Ill., has been elected superintendent of schools at Bloomfield Hills, Mich.

★ HERBER CHIARA, of Carlin, Nev., has accepted the superintendency of the consolidated schools in Fallon, Nev. ★ ALLEN W. FOWLER, of Marble Rock, Iowa, has been elected superintendent of the consolidated schools at Stonley.

DONALD A. SORENSON, of Balfour, N. Dak., has been elected superintendent of schools at Surrey.

★ SUPT. T. E. SIMLE, of Bismarck, N. Dak., has been

re-elected for a three-year term.

★ ORA B. DABNEY, who has been elected superintendent

t Lexington, Ky., succeeds Foyster Sharpe.

**W. M. McCord has been elected director of peronnel for the public schools of Louisville, Ky.

**GUY HAGAN has been elected superintendent of schools

★ GUY HAGAN has been elected superintendent of schools at Laverne, Okla., to succeed Harry Shackelford.
★ SUPT. HERBOLD V. MANN, of Des Moines, Iowa. has been re-elected for one year, at a salary of \$10,000. ★ CHARLES I. Swahn has been elected superintendent of schools at Batesville, Ind., to succeed Keith Stapley. ★ SUPT. OBCAR DAHLQUIST, of Hilmar, Calif., has been re-elected for another year.
★ FRED THOMPSON is the new superintendent of schools at Eredevice here. The

★ Fred Thompson is the new superintendent of schools at Fredericksburg, Tex.

★ C. J. CHEVES has accepted the superintendency of the Griffin-Spalding county school system at Griffin, Pa.

★ LOWEL JESKE has been elected superintendent of schools at Nekoma, N. Dak.

★ LYLE BRUCE has accepted the superintendency at Malvern, Ark.

★ ERLING O. JOHNSON has been elected superintendent at Mankato, Minn., to succeed J. A. Anderson.

★ CONAN S. EDWARDS has been elected superintendent of schools at Ripon, Wis.

★ BRUCE M. CARLSON is the new superintendent at Mohall, N. Dak.

★ KENNETH PATTON has accepted the superintendency

* KENNETH PATTON has accepted the superintendency

Olin, Iowa.

J. Earl Bales, of Ansonia, Ohio, has been elected

A J. EARL BALES, of Ansonia, Ohio, has been elected superintendent at Linton, Ind.

★ VIRGUL H. JURGE has assumed his duties as superintendent of the Community Unit School District Schools at Albion, Ill.

★ GREER LINGLE has been elected superintendent of schools at Ozark, Ark.

★ W. L. RIGBY has been elected superintendent of schools at Gulfport, Miss., to succeed B. F. Brown.

★ H. EARL CULP, of Pearl, Tex., has accepted the superintendency of the Priddy school in Mills County, Tex. T. M. CASH succeeds Mr. Culp at Pearl.

★ C. D. ALLEN, of Sanger, Tex., has accepted the superintendency at Haskell, where he succeeds S. H. Vaughter.

★ C. W. RICHARDS, of Hawarden, Iowa, has accepted the superintendency at Anthon.

★ W. B. Hurst, of Walters, Okla., has accepted the superintendency at Apaton.

Superintendency at Ahpeatone.

**Frank: Norman, of Foraker Okla., has been elected superintendent at Wolf, to succeed John Ryan.

**JACK Frazier, of Humboldt, Kans., has been elected superintendent at Enterprise.

**Clarence S. Martin, of Yates Center, Kans., has accepted the superintendency at Caldwell.

**AR. B. ROONESS, of Royal, Iowa, has been elected superintendent of schools at Sutherland.

* LEWIS MILES has been elected superintendent at Tekoa, Wash.

★ HERMAN J. KRAMER, of Wapato, Wash., has accepted the superintendency at Aberdeen, where he succeeds Edward F. Bloom.

★ W. P. KRIELMEYER, of Haigler, Neb., has been elected rintendent at Holstein, Neb.

* JAMES G. HUCKABY has been elected superintendent schools at Fort Stockton, Tex., to succeed E. W.

★ D. A. HOPKINS, of Seneca, Neb., has accepted the

when the superintendency at Bristow.

* EMIL F. SATHER, of Towner, N. Dak., has been elected superintendent of schools at Crosby, to succeed L. I. Totdahl.

★ HAROLD DEEVER, of Osage City, Kans., has been elected superintendent at Larned, to succeed Jess O.

* EUGENE T. WALLESTAD, of Minnewaukan, N. Dak., has accepted the superintendency at Rolette.

**Roy E. Simpson, State Superintendent of Public In-

struction for California, has been elected president of the National Council of Chief State School Officers.

*SUPT. ERNEST R. BRITTON, of Midland, Mich., has been re-elected for his eighth consecutive term.

*ALVIN E. WESTGAARD, formerly principal of the Pulaski High School, Milwaukee, Wis., has been elected

ruissi. high school, Milwaukee, Wis., has been elected assistant superintendent of schools, to succeed Paul B. Clemens, who retired in June.

GERALD W. SMITH, formerly principal of the senior high school and community college, Moline, Ill., has been elected superintendent of schools of the new High School Dist. No. 232, at Elmwood Park.

★ WENDELL H. PTERCE has been elected assistant super-intendent in charge of personnel services at Cincinnati, Ohio. Roy Anderson is the new administrative supervisor

of secondary schools.

**TRUMAN SMART, of Cache, Okla., has been elected superintendent of schools at Mountainview, to succeed M. Hull.

* SHERMAN G. EYRE, of Garfield County, Utah, has been elected superintendent of schools at Logan, to succeed H. Grant Vest.

★ JOHN HOUCK has been elected superintendent of schools at Riverton, Iowa.







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SCHOOL BOND SALES

During the month of June, 1953, school bond sales, in the amount of \$211,723,045, were reported. As of June 1, the average price of 20 bonds in all communities was 3.09 per cent. The largest sales were as follows: California, \$76,502,-000; Illinois, \$8,084,000; Louisiana, \$13,527,000; Massachusetts, \$2,627,000; Michigan, \$7,090,000; Minnesota, \$5,464,000; Missouri, \$5,346,000; New York, \$24,033,000; North Carolina, \$2,035,000; Oklahoma, \$5,987,000; Pennsylvania, \$8,340,000; Texas, \$4,296,000; Wisconsin, \$1,830,000.

SCHOOL CONSTRUCTION

During the month of July, 1953, contracts were let in 11 states west of the Rocky Mountains, for 8 school buildings, at an estimated cost of \$2,-913,452. During the same period 41 projects were reported in preliminary stages, to cost an estimated \$28,929,519

During the month of June, 1953, Dodge reported contracts let for school buildings in 37 eastern states, to the number of 878 buildings, at a total contract cost of \$148,173,000.

SCHOOL BUDGETS

- ★ Hollywood, Calif. A record budget of \$122,939,032 has been adopted by the school board for the year 1953-54. This is an increase of \$6,277,524 over the year 1952-53.
- wear 1932-33.

 A Salt Lake City, Utah. The board of education has approved a budget of \$6,230,700 for the school year 1953-54. The board anticipates a number of service cuts due to a shortage of
- A salintage of tulids.

 A salinas, Calif. The elementary school board has approved a budget of \$1,032,489 for the year 1953–54, which is an increase of \$42,706 over 1952.
- ★ Tucson, Ariz. A budget of \$6,560,646 has been adopted by the school board for 1953-54, which is an
- adopted by the school board for 1953–54, which is an increase of \$628,098 over 1952.

 ★Fullerton, Calif. A budget of \$2,710,540 has been adopted by the school board for 1953–54.

 ★ Bakershield, Calif. The board of education has approved a budget of \$4,451,029 for the school year 1953–54. Of the total, \$3,891,851 is for current expenditures.

 ★ San Diego, Calif. A tentative budget of \$22,372,923 has been adopted by the school board for 1954. The budget includes a \$21,000 appropriation for a personal product of the school board for 1954.
- budget includes a \$21,000 appropriation for an expanded television program. where the detection is a set to obtain the set of the
- tentative budget for 1953-54, calling for \$14.538.614.
- ★ Providence, R. I. The school board has adopted a sudget of \$7,422,093 for the school year 1953-54.
 ★ Riverside, Calif. The board has approved a budget call-
- ng for \$5,601,235 for 1933-54.
 ★ Tucson, Ariz. The budget of the board for 1953-54.
 alls for \$6,560,646, which is an increase of \$62,809 over
- 1932-5.3. Berkeley, Calif. The highest local school budget in history, \$5,145,000, has been adopted by the school board for 1954. The budget represents a 19 per cent increase in expenses over 1952 of \$4,319,122.

- ★ Oakland, Calif. The board of education has adopted a udget of \$19,870,630 for the year 1953-54, an increase of \$552,557 over 1952.
 ★ Sacramento, Calif. The board of education has adopted
- budget of \$8,968,481 for the year 1953-54, an increase

- a budget of \$8,968,481 for the year 1953-54, an increase of \$1,251,362 over 1952.

 ★ Salt Lake City, Utah. The school board has passed a budget for 1953-54 totaing \$6,230,700.

 ★ Los Angeles, Calif. A budget of \$122,939,032 has been adopted for the year 1953-54.

 ★ Kansas City, Mo. The board of education has adopted a budget of \$14,898,000 for the 1953-54 school year, which is an increase of \$406,480 over 1952.

 ★ Roy Elder Utah. The school board has adopted as
- which is an increase of \$406,480 over 1952.

 ★ Box Elder, Utah. The school board has adopted a budget of \$2,278,024 for the school year 1954, which is a decrease of \$233,463 from the estimate for 1952.

 ★ Ottumwa, Iowa. The school board has approved a budget of \$1,977,484 for the school year 1954, which is an increase of \$100,287 over 1952.

 ★ Providence, R. I. The 1954 budget of the school board calls for \$7,422,093, which is an increase of \$157,100 over 1952.
- \$157,100 over 1952.

 **\textbf{\forall} \text{Qden}, Utah. A school budget of \$3,402,720 has been adopted by the board of education for the year 1954, an increase of \$337,245 over 1952.

SCHOOL BONDS APPROVED

- ★ Roseville, Mich. Voters have approved a \$1,500,000 bond issue to finance a new high school and the improvement of grade school facilities. The voters also passed a 4.5 mills increase for school operating expenses during the next five years. The new total school tax rate is

- 28.7 mills.

 ★ During 1952, the board of education of Denison, Tex., obtained a bond issue of \$1,150,000 for the construction of a new senior high school and for the remodeling of the present high school. A new gymnasium is being planned for the Negro high school.

 ★ Wood River, Ill. The school board has called a school bond election to obtain the consent of the voters on a \$600,000 bond issue for school building improvements.

 ★ The Uintah school district, Vernal, Utah, has just completed a bond issue election and the approval of \$900,000 for the construction and equipment of a new senior high school building. The present high school building will be converted into a junior high school building will be converted into a junior high school.

 ★ On June 27, the voters of the Central School Dist. No. 1, Gouverneur, N. Y., approved a bond issue of \$3,650,000 for new school buildings. The building program will comprise the construction of five elementary schools, will comprise the construction of five elementary schools,
- will comprise the construction of five elementary schools, and additions to other existing buildings.

CLOSE 20 SCHOOLS

The Boston school committee has closed 20 elementary schools and has ordered the pupils and teachers transferred to neighborhood schools. The closing is part of a major program of eliminating small school buildings as means of improving the instructional program in the elementary grades and of effecting needed economies in organization and building operation. Some 35 principals, more than 100 teachers, and 25 school secretaries were recalled early in July to effect the transfers, bring records up to date, and prepare for the new setup.

U.M.T. STUDIED

Upon order of President Dwight Eisenhower, a complete study of Universal Military Training has been initiated by the National Security ing Commission. The report is to be ready for the President and Congress by December, 1953. Karl Compton, president of the Massachusetts Institute of Technology, Boston, is the only educator member of the Commission.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item I	Date	Latest Figure	Previous Figure
School Building Construction 1 June	. 1953	\$148,173,000	\$163,067,0006
School Building Construction ² July		\$ 2,913,452	\$ 21,824,4976
Total School Bond Sales ³ June		\$211,723,045	\$169,605,1000
Average Interest, Selected Municipal Bonds3June	, 1953	3.09%	2.81%6
Construction Cost Index4July	, 1953	580	5736
Wholesale Price Index5July	, 1953	111.0	109.36
U. S. Consumers' Price Index5	, 1953	188.8	114.06
Expenditures, New Public Construction ⁵ June	. 1953	131,000,000	

*Compiled August 3, 1953.
*Dodge figures for 37 states east of Rocky Mts.

211 states west of Rocky Mts.

American Appraisal Co., Milwaukee.

⁵U. S. Dept. of Labor. ⁶Previous Month, 1953.

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SCHOOL BUILDINGS

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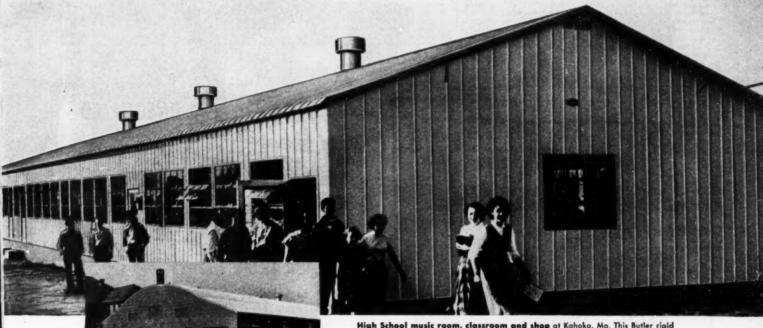
PUPILS will be happy to get out of the old, crowded classrooms into a light and spacious Butler building. Health and study conditions will be improved.



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* JAMES E. GOOLSBY, of Aberdeen, Miss., assistant superintendent of schools at Columbus # J. A. Sime has been elected superintendent of schools at Velva, N. Dak., to succeed H. O. McCoy.

★ LUTHER PEARSON has been elected superintendent at Riesel, Tex.

*RIGHT TEX. AND REVIEW OF COTCOTAN, Calif., has accepted the superintendency of the Lompoc Union High School District, Lompoc, Calif. **Don B. MATTHEWS is the new superintendent at Rolla, Mo.

Bezold, who has gone to Rupert.

**REX RAL"H has been elected superintendent of schools

Mt. Healthy, Ohio, to succeed A. W. Milner.

★ DR. LEWIS A. PITTENGER, president-emeritus of Ball Teachers College, Muncie, Ind., died July 13 at his home in Selma, at the age of 79. He was a member of the Indiana Academy of Science.

Indiana Academy of Science.

**ALAVERN L. CUNNINGHAM, of Fremont, Neb., has been elected superintendent of schools at Battle Creek, Neb., to succeed Archie McPherson.

**The new superintendent of schools at Crosby, N. Dak., is Emil. F. Sather, who succeeds L. J. Totdahl.

**HABOLD DEEVER, of Osage, Kans., has been elected superintendent of schools at Larned.

**JAMES G. Huckard has been elected superintendent of schools at Fort Stockton, Tex., to succeed E. W. Smith, who has entered private business.

**SUPP. THOMAS B. PORTWOOD, of San Antonio, Tex.

* SUPT. THOMAS B. PORTWOOD, of San Antonio, Tex., has been re-elected for a five-year term, with an increase

* SIGURD E. ESSER has been elected superintendent of Canal Zone schools at Balboa Heights, C. Z., to

succeed the late Lawrence Johnson. Rogen W. Collinge was named assistant superintendent and director of ele-mentary education, and CHARLES A. DUBBS director of accordary education.

* KENNETH LAUTZENHEISER, of Mesick, Mich., has been elected superintendent of schools at Northport, to succeed M. G. Becker.

★ G. J. VANDER BERG, of Boyden, Iowa, has accepted the superintendency of the Gayes Consolidated School at

★ EARL HALL, of Hurley, S. Dak., succeeds G. J. Vander Berg at Boyden. * PAUL SEYDEL, of Maquoketa, Iowa, has accepted a

★ PAUL SEYDEL, of Maquoketa, Iowa, has accepted a principalship at Fort Dodge.
★ R. B. POLLOCK, superintendent of schools at Blairstown, Iowa, died suddenly, July S.
★ BRUCE M. CARLSON, of Oilmont, Mont., has accepted the superintendency at Columbus, N. Dak.
★ C. B. Harroo, of Hermitage, Ark., has been elected superintendent at Watson, to succeed Felix W. Ryals.

★W. M. HULL, of Mt. View, Ckla., has resigned and succeeded by Truman Smart.

★ Dn. L. O. Topo has assumed his duties as superin-endent of schools in Meridian, Miss.

★ Dr. I. F. Simmons has been re-elected superintendent of Jefferson County, Ala., schools, for a two-year term. Dr. RAYBURN J. FISHER was re-elected as assistant super-

★ JOE McKINNIS has been elected superintendent of schools at Okeene, Okla., to succeed B. B. Fisher.

was U. D. DARNEY, Lexington, Ky., has accepted the superintendency at Harlan.

★ A. L. Hamilton, an educational leader in Pasadena, Calif., from 1894 to 1912, died on July 9 in a Pasadena rest home. He was superintendent in Pasadena from 1908 to 1912.

* SUPT. A. L. PEAY, of Edcouch, Tex., has been re-

the Houston, Tex., board of education has voted not ★ The Houston, Tex., board of education has voted not to renew the contract of DEPUTS SUPT. OF SCHOOLS GEORGE EBEV. During the past year, Dr. Ebey has been the center of a controversy following charges by a crusading anti-Communist lawyer, John P. Rogge, that he had been friendly to pro-Communist groups. No evidence was given that he is in any way disloyal.

★ S. L. LOCKREDGE, of Richmond, Mo., has assumed his detire appropriate of the communication of the communica

★ S. L. LOCKRIDGE, of Richmond, his duties a superintendent at Stet.

★ CHESTER W. PORTER is the new superintendent at Rake, Iowa, where he succeeds E. E. Fischer. ★ G. FREDERICK DIRKS is the new superintendent at Maywood, Neb.

A. SINE has been elected superintendent at Velva.

N. Dak, to succeed H. O. McCoy.

★ WILLIAM E. L. SWERY has been elected superintendent at Varcoxie, Mo., to succeed C. A. Sloan.

★ EDWARD F. BLOOM, of Aberdeen, Wash., has ac-

Explosion of Abertueza, Washi, has accepted the superintendency at Kennewick.

★ DAVID H. MOSKOWITZ, formerly assistant superintendent of schools of New York City, has been elected associate superintendent to succeed the late Frederic Ernst, who died recently.

who died recently.

★E. J. McNamara, of Longview, Wash., has accepted position of co-ordinator for the Washington Stassociation of School Superintendents.

Association of School Superintendents.

**KENT BUTLER has been elected superintendent of schools at Pottsville, Ark., to succeed M. L. D. Stone.

**H. S. ROTH, of Victoria, Kans., has accepted the superintendency at Spearville.

**W. E. BUCHANAN, of Temple, Okla., has been elected superintendent of schools at Marietta.

**FRANK H. GURLEY is the new superintendent of schools at Tioga, N. Dak.

**BOUSE F. WILLYMONE of Augusta Ark, has accepted.

schools at Tioga, N. Dak.

**Boise E. Whitmore, of Augusta, Ark., has accepted a position with the Junior Agricultural College at Beebe.

**FRED SPIEKERMAN has been re-elected president of the board of trustees at Lodi, Calif. LeMoin Beckman was re-elected clerk of the board.

**JOHN W. MITCHELL is the new president of the union elementary school district of Livingston, Calif. OWVILLE STOCKMAN was elected clerk, and JOE BALLEY and JOE ALVENNA, was elected per members.

ALVENNA were elected new members.

RAYMOND TERRY has been elected president of the board at Katella, Calif., to succeed Edmund Bohnet.

HUBERT HOWELL was named clerk.

HENRY A. SWANSON has been elected president of the board at Kingsburg, Calif.

poard at Kingsburg, Calif.

**KEED H. GILDNER has been elected president of the board at Austin, Minn.

**Miss. THELMA LUTHER has been elected secretary of the board at Adel, Iowa, to succeed Bert Orr.

★ MRS. JANE H. LOVEJOY has been elected president of the board at Detroit, Mich., to succeed Mrs. Laura

★ Mrs. Myrl Davis has been elected president of the s-hool board at Appleton, Wis.

How Many Classrooms Will One Set of PAKFOLDS Darken?

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Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

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he touch that tells

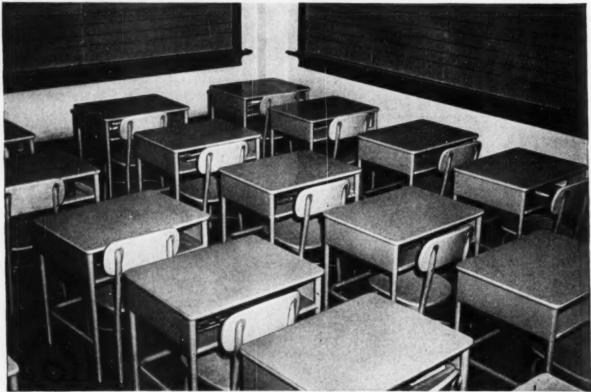
There is no better complement to your buffet service than Sexton conserves, preserves and jellies. Their superb flavor is quickly recognized by the discriminating guest—and remembered. The secret is simple—just fresh, ripe fruit, cooked slowly, in small batches. At luxury hostelries or the most modest eating places, they more than pay their way.

A seasonal reminder. Now ready, this season's supply of Sexton's Old English Mince Meat—aged in the wood since spring. Order now to make sure of your share!

JOHN SEXTON & CO., CHICAGO, 1953

"From now on ... all our school desks will be G-E TEXTOLITE" topped"

says Mr. George Bibich, Principal, Brookston Public Schools, Brookston, Indiana



Textolite topped desks made by Irwin Seating Company

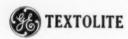
HERE in the first grade room of the Brookston public school, G-E Textolite tops are getting the toughest kind of a test. As a result of their performance, Principal George Bibich says: "From now on — all our school desks will be G-E Textolite topped."

And it's easy to understand his enthusiasm. No mars — no stains — desks topped with G-E Textolite continue looking brand new month after month — year after year.

They insure many more useful years for new desks—they add many more useful years when used to re-surface present desks. Ideal for cafeteria tables, work tables and other surfaces.

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Mar and scuff proof Stainless Wears like iron Cleans like glass Near perfect light reflectance Reduces maintenance costs Cuts down cleaning time Encourages neat work

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RODDIS PLYWOOD CORPORATION
Marshfield, Wisconsin

EDUCATIONAL LEADERSHIP

(Concluded from page 34)

tem as part of the apprentice program We want them to take part in professional conferences. We want them to attend workshops at colleges of education. We expect them to be alert to public relations values and to participate vigorously and wholeheartedly in community activities. If they do these things - as they must to take part in the apprentice program - we believe the Schenectady public schools face no danger of becoming "inbred."

It is our belief that boards of education and school administrators have a responsibility constantly to search for leadership talent within their own school faculties and to provide opportunity for training of these promising school people. Young persons with talent and ambition will not forever remain within the teaching profession unless given encouragement for advancement. Such a program also helps enlarge the reservoir of trained, competent leaders in the field of education. It assures, moreover, that positions of leadership in our local system will be filled by persons who have had adequate acquaintance with the community and its educational program.

SIX PRINCIPLES

(Concluded from page 40)

administrator is not making progress. The results of the entire educational program should be evaluated frequently and action based on co-operative judgment should be taken. This evaluation will give guidance to future planning and will help produce results that will be pleasing to the administrator and have the approval of his public.

These six basic principles of school administration determine the potential of anyone who is now serving or who aspires to serve in this work. The successful administrator will frequently check to see how closely his work is guided by these principles. The price of not understanding or not observing them is failure. Is the observance of six simple rules too great a price for success?

PROBLEMS OF A SCHOOL BOARD

(Concluded from page 43)

case of chronic mental indigestion, with the result that any meaty stimulus sets their neural reactions into automatic response. Such superintendents will instantly sit up, bat their eyes, and scowl intellectually upon the mere drop of a "whole development" or a "core approach.'

But, back to board problems. I do not wish to infer that it is impossible to keep the board's attention centered on the meatier issues. A rating technique is not to be sneezed at. It is suggested that all agenda items be given a letter evaluation; to wit, an item of curriculum could be marked "A"; a budget problem might rate "B" (with salve to squeamish members that "B" stands for budget); purchase of an equipment item, "C"; and so on down to "F," which might well include such items as weed control, com-

plaints from uninfluential persons and the superintendent's salary.

Of course, one objection to this rating technique will be spotted immediately by clear-sighted administrators: serious controversy would certainly ensue on the assignment of letters to the various issues. Who, for in-stance, possesses a wisdom of Solomon to say that the adoption of an arithmetic book will rate "A," and the planting of petunias in the school garden rate "B"? Or vice versa? As everyone knows, the superintendent's tenure is largely proportional to his avoidance of controversial issues. The tendency surely would be to give all items a rating of "A, which is exactly the status quo before we got into this thing.

So complex is this particular problem that one can scarcely recommend it for study either to graduate students or retired professors of school administration. The only hopeful suggestion is for each superintendent to consider the matter in the colorful context of his own bailiwick.

In Conclusion

Board and superintendent relations are of incomparable importance in the steady progression of the American school system. So important are these relations, and so treacher-ous are the pitfalls, that it is incredible that the average tenure of the superintendent is as long as it is. The only genuinely happy solution, it would seem, is to limit tenure to a maximum of five years, with automatic retirement to Florida or California at the first definite signs of receding hairline, with all moving and hospital expenses to be assumed through federal aid. Superintendents will be selected and groomed from kindergarten, based upon indications of adaptability, movability, and unpopularity among their peer culture. In this way, boards of education can be assured of straightforward and courageous leadership, and communities can be protected from enduring dominance and incompetency.

HOW MANY SECRETARIES?

(Concluded from page 46)

one school is involved, are based on student enrollment. This is probably true also of the "package deal" formulas when only one or a few schools of approximately the same size are involved. These formulas, however, vary greatly in the districts included in this study; the same enrollment in some cases may call for twice the number of clerks and secretaries in one school system than in another. Until a careful job analysis is made, including decisions as to the extent to which teachers should do work which is partially clerical and statistical in nature, it appears difficult to set up standards of clerical staff quotas which could serve as guides for school administrators.

NEW PLAYGROUND SURFACING

The school building department of the St. Louis, Mo., school system has begun a rubber playground program as a part of the annual summer repair work. The cost of the program is estimated at \$30,000, according to V. Harry Rhodes, commissioner of school buildings.

don't say crayons



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COMING CONVENTIONS

Sept. 11. Michigan Association of School Boards at Kellogg Center, East Lansing, Mich. Secretary, S. H. Sixma, Michigan State College, East Lansing. Exhibits: Dr. Clyde Campbell, Michigan State College, East Lansing. Attendance: 300.

Sept. 20-22. Michigan Association of School Administrators at Mackinac Island, Mich. Secretary: A. J. Phillips, 935 N. Washington, Lansing, 2, Mich. Attendance: 500.

Sept. 25. New York State Association of District Superintendents, at Jamestown High School, Jamestown. Exhibits: Theodore Peterson, Public Schools, Jamestown. Attendance: 1400.

Sept. 27-29. Council of School Superintendents of New York at Saranac Inn, Saranac Inn, N. Y. Secretary: E. L. Ackley, Johnstown, N. Y. No exhibits. Attendance: 600.

Oct. 6-9. National Council on Schoolhouse Construction at Kellogg Center, East Lansing, Mich. Secretary: W. D. McClurkin, Peabody College, Nashville, Tenn. No exhibits. Attendance: 125.

Oct. 8-9. Texas School Boards Association at Driskill Hotel, Austin, Tex. Secretary, Roy M. Hall, University of Texas, Austin. Exhibits: Don Nugent, V-Hall, University Station, Austin. Attendance: 300.

Oct. 11-12. Texas Association of School Administrators at Austin, Tex. Secretary: Frank Richardson, Henrietta, Tex. No exhibits. Attendance: 600.

Oct. 11-13. New England Association of School Superintendents at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville. Exhibits: Ernest Cobb, 28 Richardson Rd., Newton Upper Falls. Attendance: 1000 Oct. 11-14. National Conference of County and Rural Superintendents, at Hotel Fontenelle, Omaha, Neb. Secretary, Dr. Howard A. Dawson, 1201 16th St., N.W., Washington, D. C. No exhibits. Attendance: 1200.

Oct. 11-15. Association of School Business Officials at Hollenden Hotel, Cleveland, Ohio. Secretary: Harley W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich. Exhibits.

Oct. 13-14. Pennsylvania State School Directors Association, at Penn-Harris Hotel, Harrisburg, Pa. Secretary: P. O. Van Ness, 222 Locust St., Harrisburg. Exhibits: Van Ness. Attendance. 1800-2000.

Oct. 17. New Hampshire School Boards Association, at Laconia High School, Laconia, N. H. Secretary: Paul E. Farnum, State Dept. of Educ., Concord, N. H. Attendance: 150.

Oct. 18-21. California School Trustees Association, at Saint Clare Hotel, San Jose, Calif. Secretary: Mrs. I. E. Porter, 251 Haberfelde Bldg., Bakersfield. No exhibits. Attendance: 400.

Oct. 19-23. National Safety Council at Conrad Hilton Hotel, Chicago. Secretary: R. L. Forney, 425 N. Michigan Ave., Chicago 11. Exhibits: C. H. Miller, 425 N. Michigan, Chicago 11. Attendance: 12,000.

Oct. 20-22. North Dakota School Officers Association, at Minot, N. Dak. Secretary: D. B. Allen, Walcott, N. Dak. Attendance: 100.

Oct. 25-27. New York State School Boards Association, at Syracuse Hotel, Syracuse. Secretary: Everett R. Dyer, 170 State St., Albany 10. Exhibits: Paul W. Toth, 170 State St., Albany 10. Attendance: 2800.

Oct. 25-29. Adult Education Association of the U.S.A., at Hotel New Yorker, New York City. Secretary: Dr. Fern Long, Cleveland Public Library, Cleveland 14. Attendance: 750.

OPEN MEETINGS

The Des Moines, Iowa, board of education is considering the advisability of discontinuing its practice of holding closed sessions of the committee-of-the-whole on the day preceding its open formal monthly meetings. A new state law requires that all public local boards and commissions conduct their deliberations openly and take official actions in sessions to which the public and the press are to be admitted. Mrs. Curtis Lamb, a representative of the Citizens' School Committee, has protested the secret sessions on behalf of the committee.

SECOND LANGUAGE PAYS

Studying a foreign language can make practical contributions to our daily lives. Miss Harriett Demorest, a member of the faculty of the Fort Dodge, Iowa, schools in a recent issue of Fort Dodge Schools at Work, discusses the social and personal needs for a second language and points out that a weak link in our communication system is the dependence upon English as the sole language. She points out that Latin, French, Spanish, and Italian are languages that may be just as important as mathematics or science. Language study can be an enjoyable experience even for those without special aptitude. It should become a part of all high school students' programs.

HOLD DEMONSTRATION

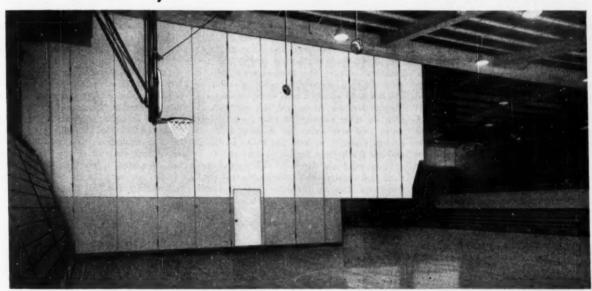
A unique summer classroom was conducted at the Underwood School, in Newton, Mass., from July 13 to August 22, when 188 elementary pupils and 85 Boston University graduate students met for a demonstration teaching project. The graduate students who were in attendance gained their first hand experience with children before tackling their first teaching jobs.







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The Ellinwood, Kansas, High School gets maximum gym use with Horn equipment! An electrically operated partition is easily extended to provide two practice gyms—here boys use one, girls another. For full floor space, Horn Folding Gym Seats fold to a *smooth*, *safe* sloping surface. Horn Folding Seats in balcony fold

back providing more clear space for teaching purposes. And Horn equipment provides adequate space for exhibition games. Partitions fold back, seats extend easily. Automatic locking and direct floor support for each seat and foot board assures safety. All Horn equipment gives you years of trouble-free service.

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How Boulder, Colorado, Stretched Its Building Budget

R. J. Downing *

School District No. 3 in Boulder, Colo., faced the same problem that confronts hundreds of other school systems over the country—how to get more classroom space at the lowest possible cost to taxpayers.

"Lowest possible cost" assumed, of course, that whatever construction was adopted would be modern, efficient, safe, functional, and permanent. Again, as in other communities, Boulder urgently needed the additional classroom space; so time was an important factor.

The board of education surveyed various types of construction, cost-wise and otherwise, and agreed that steel-paneled construction would give them the most value for their money. The Steelox panels that were used are self-framing and were assembled quickly by unskilled labor. An example of this is seen in the fact that male teachers erected the building during the summer months. The total cost included their labor.

Essentially the structure consists of two buildings, each 24 feet wide, 96 feet long, and 10 feet high, connected by an enclosed corridor 8 feet wide with a flat deck roof. Overall dimensions are 56 feet by 96 feet. It is completely painted inside and out. There are two exits from each classroom and three from the building proper.

Cost was about 40 per cent of what Boulder

had paid for regular permanent construction (native cut stone masonry). This included erected building, insulation, finishing, heating, lighting, plumbing, and all new interior furnishings.

The building rests on a concrete slab floored with asphalt tile. All exterior walls and the ceiling are insulated with bat-type insulation material. Interior walls are finished with full length Celotex panels, which give additional insulation. The lower 4 feet of the walls are faced with hard Masonite material to protect against scuffing. Interior walls of the halls, toilets, and furnace room are painted Steelox panels. Classroom ceilings are steel, and have presented no acoustical problems.

The building has four classrooms, each 24 feet by 40 feet. Toilet facilities were provided for both girls and boys, also adequate space for four separate heating units and the teachers' lounge. The four separate heating units make it possible to move any unit to another location at a later date, should this become desirable, or to shut off a unit without affecting other rooms. The four gas-fired furnaces cost less than one furnace of large enough capacity to heat the entire building, and are much more flexible to operate.

Classrooms and the 8-foot "T" shape corridor are lighted with continuous rows of fluorescent fixtures. The large, well-ventilated windows increase the lighting effectiveness.

Cases running the full length of each room were built under the windows. Classrooms have green chalkboards and exceptionally large bulletin boards. The building is completely equipped with new blonde furniture.

School officials say there have been no heating difficulties despite the cold Colorado winters. Gas bills for November, December, and January, including gas used for cooking hot lunches, ran \$26.14, \$40.47, and \$35.36 respectively. Comparative records indicate that these costs are less than for heating older conventional buildings.

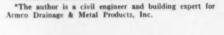
There are four hot air ceiling outlets and three cold air returns in each classroom.

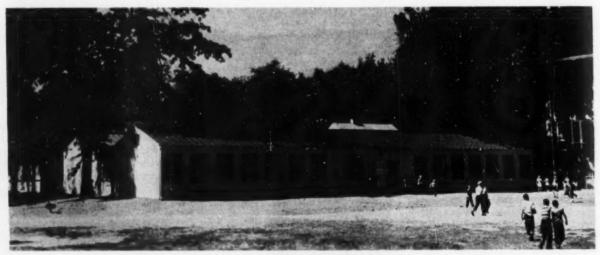
The report on cooling from Boulder is equally satisfying, the rooms being more comfortable than other new buildings having glass block, and comparable with older buildings with standard old-type windows.

Should it become necessary to expand the school, this can readily be done by adding steel panels in roof and side walls to provide the needed floor space.

Clyde L. Hahn, secretary of the board of education, says that the total cost of the building and equipment was \$32,896, which did not include the cost of the site. The project was completed in less than three months.

"We are very happy with this type of construction and feel that our citizens have accepted it every bit as much as we have."





Unskilled labor erected these school additions in Boulder, Colo.

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- 2. Copy of pamphlet "SLATE CHALKBOARDS ARE MODERN TOO."
- 3. Reprint of article "SLATE CHALKBOARDS PROVIDE EYE EASE."
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Other uses of slate in schools:

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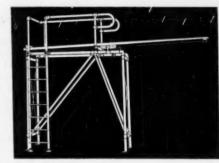
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News of Products for the Schools

Teacher's Desk New In Brunswick Line

In keeping with their unified design principle, the Brunswick-Balke-Collender Co., Chicago, presents a teacher's desk of the same construction, design, and material as are available in student's classroom furniture.

The desk features a cellular core top with a beveled edge, and provides a large working area — measuring 48 by 30 inches — without the usual weight which accompanies such an area. The cellular core top is faced in either a rich northern maple veneer, or in a durable plastic facing. Two drawers can also be fitted to the desk to provide for the teacher's personal storage requirements. Drawers are 4 inches deep and can be locked.



TEACHER'S DESK

• File cabinets can be added on either side of the desk. They blend with the desk finish, are level with the desk top, and are movable.

The desk provides ample leg room and also makes for easy floor cleaning. An optional knee panel in red or gray is available and is set in to allow conference activity. A matching teacher's chair completes the combination

For further information write: The Brunswick-Balke-Collender Co., Section S.B.J., 623 S. Wabash, Chicago, Ill.

(For Convenience Circle Index Code 0128)

Hillyard Develops Asphalt Tile Dressing

"Hil-Sweep," just announced by the research laboratories of the Hillyard Chemical Company, St. Joseph, Mo., offers management a new approach to daily floor maintenance and dustcloth treatment. This newest of modern asphalt tile dressings, is a clear, colorless liquid. When sprayed or sprinkled on floor brush, mop, or dustcloth it quickly absorbs dust, then evaporates, providing a lustrous, clean surface. Among many advantages, Hil-Sweep leaves no residue to discolor or darken floor surfaces. It will not remove wax film, is nonflammable, and imparts a pleasant aroma where used.

Of great importance in daily maintenance is

the fact that Hil-Sweep treated mops and dustcloths do not become "loaded," are easily cleaned by shaking, and seady for immediate re-use.

Developed especially for asphalt tile floors, Hil-Sweep is recommended for safe use on all types of floors, walls, furniture, woodwork, blackboards, or any other surface from which dust or loose soil is to be removed.

For further information write: Hillyard Chemical Company, Section S.B.J., St. Joseph, Mo.

(For Convenience Circle Index Code 0129)

Strong Introduces Arc-Lit Projector

A new arc slide projector developed by the Strong Electric Corporation, Toledo, now enables slides to be brilliantly reproduced in any lighted classroom.

The new Strong Universal arc slide projector, which employs a high-intensity arc as light source, projects pictures of snow-white brilliance up to theater size even in rooms difficult to darken. It is ideal for use under daylight or artificial-lighting conditions where a darkened room is not desirable, practical, or economical. Designed for portability, it may be quickly moved from room to room.

Installation consists simply of plugging into any 110-volt AC convenience outlet. It daws only 12 amperes and is entirely safe in the hands of a layman, being more simple to operate than the average home movie or commercial 16mm. projector. The motor-driven arc will project continuously for 80 minutes without retrimming.

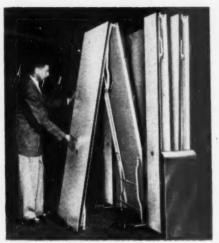
The Strong Universal Model No. 44000 projects 3½ by 4 inch slides, adaptations also permitting the projection of 2 by 2 inch slides. Lenses as required for other-than-customary installations are available. The projector comes complete with blower, slide carrier, power transformer and arc lamphouse with motor-fed carbons.

For further information write: The Strong Electric Corp., Section S.B.J., 46 City Park Ave., Toledo 2, Ohio.

(For Convenience Circle Index Code 0130)



UNIVERSAL ARC SLIDE



MOBIL-FOLD UNIT

Schieber Offers New Folding Table and Bench

A new design in school lunchroom folding tables and benches is announced by Schieber Sales Company, Detroit. The new "Mobil-Fold" unit augments the company's widely known In-Wall and Port-A-Fold line of folding tables and benches now in use in hundreds of public and parochial schools.

Mobil-Fold consists of two 14-foot tables with four 14-foot benches and provides seating capacity for 40 children for lunch and other purposes. When not in use, the two tables and four benches fold up and lock into an all-steel, caster equipped carrier. The assembly can be rolled against the wall, out into the corridor, or to a storage area, leaving the room clear for other uses.

When unfolded for use, room layout permitting, the tables and benches can be left attached to the carrier. This will speed refolding. By turning a key, the tables and benches may, however, be unlocked from the track in the carrier and rolled to any arrangement for lunch, exhibits, or meetings. The benches are not attached to the tables. There is no connecting bar to straddle and each may be used separately.

Understructures are tubular steel, tops are 3/4-inch Philippine mahogany plywood with high pressure laminated, heat resistant, plastic surfaces, and backer sheets. Edges of tables and benches are trimmed with stainless steel

For further information write: Schieber Sales Co., Section S.B.J., Detroit 23, Mich. (For Convenience Circle Index Code 0131)

Underwood Features New Bail Scale

Margin setting is a simplified, two-operation "breeze" on Underwood Standard typewriters now equipped with a bail scale which further reduces hand travel. Graduated for each carriage unit space, it supplements the exclusive

(Continued on page 108)





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 New Educational Aids Catalog School



Continental ... sign of fence economy, stretches your fencing dollar by protecting persons and property years longer than ordinary fence. Continental combines galvanized fabric and better engineered fittings with sturdy fence installation. Investigate Conti-nental before you specify any other chain link fence.



News of Products.

See-Set margins on the 11-, 13-, and 15-inch models.

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For further information write: Underwood Corporation, Section S.B.J., 1 Park Ave., New York 16, N. Y.

(For Convenience Circle Index Code 0132)

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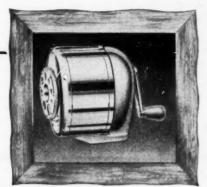
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SCHOOL BOARD JOURNAL for SEPTEMBER, 1953



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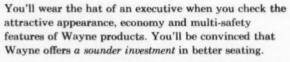
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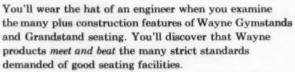


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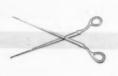




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Descriptive Material . . .

★ A new booklet reviewing recent trends in school lighting theory and practice, published by Sylvania Electric Products, Inc., is entitled "Some Whys and Hows of Modern School Lighting." Written in nontechnical language by Willard Allphin, school lighting authority, it is profusely illustrated with photographs and charts. Obtainable from: Sylvania Electric Products, Inc., Section S.B.J., 1740 Broadway, New York 19, N. Y.

(For Convenience Circle Index Code 0134)

* A new portfolio describing and illustrating Fiberglas products used in constructing schools or remodeling old ones has been published by Owens-Corning Fiberglas Corporation. Included in the portfolio is information about Fiberglas roof insulation, acoustical tile, blowing wool insulation, stage curtains, draperies, Dust-Stop air filters, perimeter insulation, ceiling board, light diffusers, duct insulation, and structural panels. Complete data about each product is contained in the folder. One of the principal advantages of use of Fiberglas products in schools is the fact that they are noncombustible. Obtainable from: Owens-Corning Fiberglas Corp., Section S.B.J., Toledo 1. Ohio.

(For Convenience Circle Index Code 0135)

- ★ Engineering progress with wood in school building construction, now helping communities solve crowded classroom problems quickly and economically, is detailed by Harry W. Bolin, prominent Los Angeles engineer, in a new publication just issued by Timber Engineering Company, research affiliate of National Lumber Manufacturers Assn. Profusely illustrated, the publication features the address by Mr. Bolin at a recent wood symposium. Obtainable, free, from: Timber Engineering Company, Section S.B.J., 1319—18th St., N.W., Washington 6, D. C.

 (For Convenience Circle Index Code 0136)
- ★ A vinyl plastic asbestos floor tile classification chart has been designed to clarify to the trade the color lines that are available from each manufacturer of that type of vinyl flooring, and the designation of each color. It is also a guide to show the commercial equivalent of the manufacturers' color lines which give the best general color tone or effect. Available, free, from: Asphalt Tile Institute, Section S.B.J., 101 Park Ave., New York 17, N. V.

(For Convenience Circle Index Code 0137)

Manufacturers' News

- ★ Vestal Laboratories, Inc., St. Louis, has announced the appointment of Dr. Cyril D. Wilson as Research Director, effective June 15. Dr. Wilson recently resigned as assistant Director of Research, at the Heyden Chemical Corp., Garfield, N. J.
- ★ Following a meeting of the board of directors of the American Seating Company, Grand Rapids, Mich., the company President, H. M. Taliaferro, announced the promotion of four executives to important management positions effective immediately. In a series of top management moves in the public seating firm, Jomes M. VerMeulen was elected executive vice-president; George H. Roderick was promoted to vice-president for operations; J. E. Heidgen was appointed financial vice-president; Jomes J. Thompson was named general sales manager.

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Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the information card in requesting information from a number of advertisers.

ode lo.		Page No.	Code Page No. No.
90	Adams & Westlake Co	17	924 Griggs Equipment Co 94
91	American Crayon Co	99	925 Haldeman-Langford Mfg.
92	American Desk Mfg. Co	93	Co
93	American Playground Device Co	108	927 Herman Nelson Unit Ven- tilator Products, American
94	American Seating Co	67	Air Filter Co., Inc 6 & 7
95	Beckley-Cardy Company	83	928 Heyer Corporation, The
96	Bentley & Simon Co., Inc	108	2nd cover
97	Beseler Company, Chas	68	929 Heywood Wakefield Co 77
98	Bradley Washfountain Co.	82	930 Hillyard Chemical Co 103
99	Brunswick-Balke-Collender	89	931 Horn Brothers Div., Bruns- wick-Balke Collender Co 101
910	Butler Manufacturing Co	95	932 Hunt Pen Co., C. Howard. 109
911	Celotex Co., The	24	933 Huntington Laboratories,
912	Chrysler Corporation 80	& 81	934 Insulux Glass Block22 & 23
913	Clarin Manufacturing	& 71	935 International Business Machines Corp 18
914	Compton Co., F. E 4th o	cover	936 Kewanee-Ross Corp 66
915	Connsonata Div., C. G.	107	937 Kewaunee Mfg. Company 69
916	Continental Steel Corp	108	938 Keystone View Company. 109
917	7 Crane Company	28	939 Kimble Glass Co 22 & 23
918	B Delta — Rockwell Power	4	940 Krueger Metal Products 100 941 Libbey-Owens-Ford Glass
0.1		91	Co. (Thermopane) 87
	9 Dick Company, A. B	71	942 Ludman Corporation 2
92	O Ditto, Incorporatedinsert betw. pgs 18	& 21	943 Maple Flooring Manufacturers Assn 2
	 Draper Shade Co., Luther Flynn Mfg. Co., Michael 		944 Minneapolis-Honeywell Regulator Co3rd cove
	3 Game Time, Inc		945 Mississippi Glass Company 7

(Index continued on next page)





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AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

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Index to Advertisers - continued

Code No.		Page No.	Code No.		ige lo.
946	Mitchell Mfg. Company	96	974	Tucker, Duck & Rubber Co. 10	04
947	Monroe Company, The	108	975	Underwood Corporation	14
948	Montgomery Mfg. Co	109	976	U. S. Plywood Corp 74 & :	75
949	Murdock Mfg. & Supply Co	105			90 92
950	Nesbitt, Inc., John J	13	979	Victor Animatograph	
951	Norcor Mfg. Co., Inc	85		Corp 1	07
952	Pan American Div., C. G. Conn. Ltd	107			21 10
953	Pennsylvania Slate Producers Guild	104		Weber Costello Company. Webster & Co., Inc.,	76
954	Peterson & Co., Leonard	76		Warren	27
	Poblocki and Sons, Inc Powers Regulator Co10	8 & 11		NEWS OF PRODUCTS FOR THE SCHOOLS	
958	Premier Engraving Co P & W Cabinet Makers Recreation Equipment Co	104 105 105	0128	The Brunswick-Balke- Collender Co 1 Teacher's Desk	06
960	Richards-Wilcox Mfg. Co	12	0129	Hillyard Chemical Co 1 Asphalt Tile Dressing	06
	Roddis Plywood Corp Royal Typewriter Co., Inc.	98 78	0130	The Strong Electric Corp 1 Universal Arc Slide Projector	106
963	Sargent and Company	88	0131	Schieber Sales Company 1 Mobile-Fold Unit	106
	Schieber Sales Company School Arts Magazine		0132	Underwood Corporation	106
	Sexton and Co., Inc., John Sheldon Equipment Co.,	97	0133	Poblocki and Sons Co	108
	E. H	2	0134	Sylvania Electric Products,	
968	Sloan Valve Company	1		Inc	111
969	Snyder Tank Corp	105	0135	Owens-Corning Fiberglas	
970	Spencer Heater Lycoming Spencer Div				111
971	Stephens-Jackson Co	112	0136	Timber Engineering Co	111
	Taylor Co., Halsey W Titusville Iron Works Co		0137	Asphalt Tile Institute	111

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91	98	915	922	929	936	943	950	957	964	971	978
92	. 99	916	923	930	937	944	951	958	965	972	979
93	910	917	924	931	938	945	952	959	966	973	980
94	911	918	925	932	939	946	953	960	967	974	981
95	912	919	926	933	940	947	954	961	968	975	982
96	913	920	927	934	941	948	955	962	969	976	983
NEWS OF	PRODU	CTS FOR	THE SC	HOOLS							
0128	0129	0130	0131	0132	0133	0134	0135	0136	0137		
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